

**Report of the  
Commissioners  
of the  
District of  
Columbia**

**1902/1903  
Vols. 4-5**

**(Washington, DC)**







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2d Session. } NO. 7.

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# REPORT

OF THE

## COMMISSIONERS OF THE DISTRICT OF COLUMBIA

FOR

THE YEAR ENDED JUNE 30, 1903.

District of Columbia. Commissioners  
"T: Report

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Vol. IV.

[REPORT OF BOARD OF EDUCATION.]

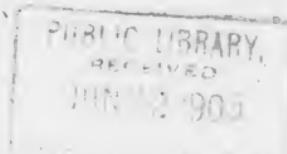
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#### SCHOOL CALENDAR.

1903. School opened	September 21.
Thanksgiving	November 26 and 27.
Christmas	December 24 to January 1, 1904, both inclusive.
1904. Washington's Birthday	February 22.
Easter	April 1 to 8, both inclusive.
Memorial Day	May 30.
School closes	June 22.
School opens	September 19.

# SCHOOL DIRECTORY OF THE BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA.

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1903-1904.

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## MEMBERS.

HENRY V. BOYNTON, 1321 R street NW.  
J. HOLDSWORTH GORDON, 330 John Marshall place NW.  
Mrs. H. L. WEST, 1364 Harvard street NW.  
Mrs. J. R. FRANCIS, 2112 Pennsylvania avenue NW.  
RICHARD KINGSMAN, 711 East Capitol street.  
JAMES F. BUNDY, 420 Fifth street NW.  
JAMES E. FITCH, 1406 G street NW.

## OFFICERS OF THE BOARD.

*President*, HENRY V. BOYNTON, 1321 R street NW.  
*Vice-president*, J. HOLDSWORTH GORDON, 330 John Marshall place NW.  
*Secretary*, W. F. RODRICK, 151 Kentucky avenue SE.

## CLERKS.

W. W. CONNER, 223 Tenth street NE.  
J. W. F. SMITH, 816 Fourth street NW.  
J. W. DE MAINE, "The Brunswick."

## MESSENGER.

R. O. WILMARSH, 227 John Marshall place NW.

## MEETINGS OF THE BOARD.

The stated meetings of the Board of Education are held on Wednesday of each week.

## LIST OF COMMITTEES OF THE BOARD OF EDUCATION.

*On rules and by-laws*.—Bundy, Mrs. West, Fitch.  
*Ways, means, and supplies*.—Boynton, Fitch, Mrs. Francis.  
*Buildings, repairs, and sanitation*.—Kingsman, Gordon, Mrs. Francis.  
*Normal and high schools and scholarships*.—Gordon, Boynton, Bundy.  
*Teachers and janitors*.—Mrs. West, Kingsman, Bundy.  
*Text-books*.—Fitch, Kingsman, Gordon.  
*Industrial education and special instruction*.—Mrs. Francis, Kingsman, Mrs. West.  
*Military affairs*.—Fitch, Gordon, Boynton.

## OFFICE OF SUPERINTENDENT.

*Franklin School.*

A. T. STUART, Superintendent of Schools.

Mrs. IDA GILBERT MYERS, Assistant Superintendent.

W. S. MONTGOMERY, Assistant Superintendent.

## FIRST DIVISION.

Supervising principal, Mr. C. S. CLARK.

Office, Dennison School; residence, The Manhattan, 1501 Park street, Mount Pleasant.

Name.	Location.	Name and residence of principal.
Adams.....	R street, between Seventeenth street and New Hampshire avenue NW.	Mrs. C. B. Smith, 1522 Ninth street NW.
Berret .....	Fourteenth and Q streets NW.....	Miss M. C. McGill, 1345 Corcoran street NW.
Dennison .....	S street, between Thirteenth and Fourteenth streets NW.	Miss K. E. Rawlings, 3445 Holmead avenue NW.
Force .....	Massachusetts avenue, between Seventeenth and Eighteenth streets NW.	Mr. B. W. Murch, 627 Florida avenue NE.
Franklin.....	Thirteenth and K streets NW.....	Mr. S. E. Kramer, 1318 S street NW.
Harrison.....	Thirteenth street, between V and W streets NW.	Miss A. L. Sargent, 1454 Sheridan avenue NW.
Hubbard.....	Kenyon street, between Eleventh and Twelfth streets NW.	Mr. Horton Simpson, 1758 Corcoran street NW.
Johnson .....	School street, Mount Pleasant.....	Miss C. G. Brewer, The Stratford, Mount Pleasant.
Morgan .....	California avenue and Boundary.....	Miss C. L. Garrison, 1304 Yale street NW.
Thomson .....	Twelfth street, between K and L streets NW.	(See Franklin School.)

## SECOND DIVISION.

Supervising principal, Mr. J. T. FREEMAN.

Office, Seaton School; residence, 1115 East Capitol street.

Abbott.....	Sixth street and New York avenue NW.	Miss Metella King, 721 Irving street NW.
Henry .....	P street, between Sixth and Seventh streets NW.	Miss A. A. Chesney, 614 Q street, NW.
Morse.....	R street, between New Jersey avenue and Fifth street NW.	Miss S. E. White, 1420 Kenesaw avenue NW.
Phelps .....	Vermont avenue, between T and U streets NW.	Miss F. S. Fairley, Ridge road east; P. O. box 14, District of Columbia.
Polk .....	Seventh and P streets NW.....	Miss M. E. Bond, 818 New Jersey avenue NW.
Seaton .....	I street, between Second and Third streets NW.	Miss F. L. Hendley, 1216 L street NW.
Twining .....	Third street, between N and O streets NW.	Miss S. C. Collins, 623 I street NW.
Webster .....	Tenth and H streets NW.....	Miss S. B. Kent, 1240 Eleventh street NW.

## THIRD DIVISION.

Supervising principal, Dr. E. G. KIMBALL.

Office, Wallach School; residence, 1204 Massachusetts avenue NW.

Brent .....	Third and D streets SE.....	Miss A. L. Grant, 212 Fifth street NE.
Dent .....	Second street and South Carolina avenue SE.	Miss A. P. Stromberger, 1006 Maryland avenue NE.
Edmonds .....	Ninth and D streets NE.....	Miss M. A. McNantz, 129 Sixth street NE.
Hilton .....	Sixth street, between B and C streets NE.	Miss J. M. Rawlings, 517 A street SE.
Lenox.....	Fifth street, between G street and Virginia avenue SE.	Miss M. E. Kealey, 715 East Capitol street.
Maury .....	B street, between Twelfth and Thirteenth streets NE.	Miss M. G. Kelly, Riggs Hotel.
Peabody .....	C and Fifth streets NE.....	Miss M. A. Aukward, 128 D street SE.
Towers .....	Eighth and C streets SE.....	Miss N. M. Mack, 624 A street SE.
Wallach .....	D street, between Seventh and Eighth streets SE.	Miss Anne Beers, 117 Fourth street SE.

## FOURTH DIVISION.

Supervising principal, Mr. ISAAC FAIRBROTHER.

Office, Jefferson School; residence, 949 Virginia avenue SW.

Name.	Location.	Name and residence of principal.
Amidon .....	F and Sixth streets SW .....	Miss M. L. Smith, 903 French street NW.
Arthur .....	Arthur place NW .....	Miss H. P. Johnson, 1607 Seventh street NW.
Bowen, Sayles J ..	Third and K streets SW .....	Miss A. B. Neumeyer, 417 Tenth street SW.
Bradley .....	Thirteen-and-a-half street, between C and D streets SW.	Miss M. E. Martin, 708 B street SW.
Greenleaf .....	Four-and-a-half street, between M and N streets SW.	Miss S. E. Halley, 627 Seventh street SW.
Jefferson .....	D and Sixth streets SW .....	Mr. C. N. Thompson, 1104 Twelfth street NW.
McCormick .....	Third street, between M and N streets SE.	Miss Lily Buehler, 326 Second street SE.
Potomac .....	Twelfth street, between Maryland avenue and E street SW.	Miss B. M. Price, 438 New Jersey avenue NW.
Smallwood .....	I street, between Third and Four-and-a-half streets SW.	Mr. C. A. Johnson, 2011 S street NW.

## FIFTH DIVISION.

Supervising principal, Mr. B. T. JANNEY.

Office, Curtis School; residence, 1671 Thirty-first street NW.

Addison .....	P street, between Thirty-second and Thirty-third streets NW.	Miss E. L. Godey, 2455 Eighteenth street NW.
Conduit Road .....	Conduit road .....	Miss H. L. Luckel, 1755 L street NW.
Corcoran .....	Twenty-eighth street, between M street and Olive avenue NW.	Miss M. F. Gore, 1147 New Hampshire avenue NW.
Curtis .....	O street, between Thirty-second and Thirty-third streets NW.	Miss E. M. Chase, 1363 Yale street NW.
Fillmore .....	Thirty-fifth street, between U and V streets NW.	Miss T. C. Roeser, 2314 Eighteenth street NW.
Grant .....	G street, between Twenty-first and Twenty-second streets NW.	Miss F. L. Reeves, 720 Twenty-second street NW.
Industrial Home .....	Wisconsin avenue NW .....	Mr. R. L. Haycock, Industrial Home.
Jackson .....	U street, between Thirtieth and Thirty-first streets NW.	Mrs. L. A. Bradley, 1322 Rhode Island avenue NW.
Reservoir .....	Conduit road, near reservoir .....	Mr. H. W. Draper, 2314 Eighteenth street NW.
Threlkeld .....	Thirty-sixth street and Prospect avenue NW.	Miss C. E. Toner, 1119 G street SE.
Toner .....	Twenty-fourth and F streets NW .....	Miss C. A. Ossire, 2721 P street NW.
Weightman .....	Twenty-third and M streets NW .....	Miss E. Macfarlane, 920 Sixteenth street NW.

## SIXTH DIVISION.

Supervising principal, Mr. W. B. PATTERSON.

Office, Taylor School; residence, The Princeton, 1430 V street NW.

Blair .....	I street, between Sixth and Seventh streets NE.	Miss E. F. Goodwin, 1437 Rhode Island avenue NW.
Benning .....	Benning .....	Miss M. G. Young, 413 New Jersey avenue NW.
Hamilton .....	Bladensburg road .....	Miss E. P. Kirk, 819 R street NW.
Kenilworth .....	Kenilworth .....	Mrs. E. A. Voorhees, Kenilworth, D. C.
Madison .....	Tenth and G streets NE .....	Miss S. G. Silvers, 910 L street NW.
Pierce .....	G and Fourteenth streets NE .....	Miss M. J. Austin, 728 F street NE.
Taylor .....	Seventh street, near G street NE .....	Miss E. C. Dyer, 1702 Ninth street NW.
Webb .....	Fifteenth and Rosedale streets NE .....	Miss A. J. Bell, 20 Q street NE.
Wheatley .....	Twelfth and N streets NE .....	Miss M. B. Pearson, 1741 U street NW.

## SEVENTH DIVISION.

Supervising principal, Mr. J. R. KEENE.

Office, Monroe School; residence, Brightwood, D. C.

Name.	Location.	Name and residence of principal.
<i>White.</i>		
Brightwood	Brightwood	Mr. W. E. Nalley, Brightwood.
Chevy Chase	Connecticut avenue extended	Miss M. Ellen Given, 1761 U street NW.
Monroe	Steuben street, between Brightwood and Sherman avenues NW.	Miss H. G. Nichols, 2700 Thirteenth street NW.
Petworth	Petworth	Miss M. W. Frank, 1821 Riggs place NW.
Takoma	Takoma	Miss Margaret Bayly, 1333 Eleventh street NW.
Tenley	Tenley	Mr. W. B. Ireland, Wisconsin avenue, Tenley.
Woodburn	Riggs and Blair roads	Miss H. E. King, Fifth and Morrison streets NW.
<i>Colored.</i>		
Brightwood	Military road	Mr. A. P. Lewis, 361 O street NW.
Bruce	Marshall street, between Brightwood and Sherman avenues NW.	Mr. E. R. Beckley, 2516 Brightwood avenue NW.
Bunker Hill Road	Bunker Hill road	Mr. J. A. Richardson, 217 Capitol avenue NE., Ivy City, D. C.
Ivy City	Ivy City	Mr. D. I. Renfro, 4628 Fifth street NW.
Mott	Sixth and Trumbull streets NW	Miss Charity A. Heathman, 326 Eighth street NE.
Orphans' Home	Eighth street extended	Miss N. A. Plummer, Hyattsville, Md.
Reno	Fort Reno	Mrs. L. I. Hawkesworth, 1412 Seventeenth street NW.
Wilson	Central avenue, between Erie and Superior streets NW.	Mr. F. Cardozo, 301 Second street S. W.

## EIGHTH DIVISION.

Supervising principal, Mr. H. M. JOHNSON.

Office, Cranch School; residence, Anacostia, D. C.

<i>White.</i>		
Buchanan	E street, between Thirteenth and Fourteenth streets SE.	Miss M. R. McCauslen, 710 East Capitol street.
Cranch	Twelfth and G streets SE	Mrs. M. J. Peabody, 725 Thirteenth street SE.
Congress Heights	Congress Heights	Mr. H. F. Lowe, 605 Massachusetts avenue NE.
Orr	Twining City	Miss C. A. Luebkert, 201 D street NE.
Stanton	Good Hope Hill	Miss C. I. Mathis, 615 North Carolina avenue SE.
Tyler	Eleventh street, between G and I streets SE.	Mr. N. B. Croswell, 1323 Emerson street NE.
Van Buren	Jefferson street, Anacostia	Miss S. A. Langley, 311 Sixth street SE.
Van Buren annex	Washington street, Anacostia	
<i>Colored.</i>		
Birney	Howard avenue, Hillsdale	Miss F. J. Smith, 1524 Pierce place NW.
Garfield	Garfield	Mr. J. E. Syphax, 1631 L street NW.

## NINTH DIVISION.

Supervising principal, Mr. S. M. ELY.

Office, Gales School; residence, 50 S street NW.

Blake	North Capitol street, between K and L streets NW.	Miss F. M. Roach, 1826 North Capitol street.
Brookland	Brookland	Mr. C. K. Finckel, 615 Spruce street NW.
Carbery	Fifth street, between D and E streets NE.	Miss M. E. Little, 418 Sixth street NE.
Eckington	First and Quincy streets NE	Miss M. R. Lyddane, 453 Florida avenue NW.
Emery	Lincoln avenue and Prospect street NE.	Miss Adelaide Davis, 213 C street SE.
Gales	First and G streets NW	Miss K. T. Brown, 1838 Cincinnati street NW.
Hayes	Fifth and K streets NE	Miss A. M. Clayton, Takoma Park, D. C.
Langdon	Langdon	Miss A. M. Sisson, 1804 First street NW.

## TENTH DIVISION.

Supervising principal, Mr. E. W. BROWN.

Office, Sumner School; residence, 924 Twenty-fourth street NW.

Name.	Location.	Name and residence of principal.
Briggs -----	E and Twenty-second streets NW..	Miss A. T. Howard, 2006 Seventeenth street NW.
Chain Bridge Road.	Chain Bridge Road.....	Mr. J. E. Washington, 206 R street NW.
Garrison -----	Twelfth street, between R and S streets NW.	Miss K. U. Alexander, 1512 Pierce place NW.
Magruder -----	M street, between Sixteenth and Seventeenth streets NW.	Miss A. M. Mason, 2218 I street NW.
Montgomery -----	Twenty-seventh street, between I and K streets NW.	Miss F. S. Bruce, 1911 Eleventh street NW.
Phillips -----	N street, between Twenty-seventh and Twenty-eighth streets NW.	Miss G. F. Smith, 1613 Madison street NW.
Stevens -----	Twenty-first street, between K and L streets NW.	Mr. F. L. Cardozo, 1811 Thirteenth street NW.
Sumner -----	M and Seventeenth streets NW....	Miss M. E. Gibbs, 1363 Kenesaw street NW.
Wormley -----	Prospect street, between Thirty-third and Thirty-fourth streets NW.	Miss R. A. Boston, 1179 New Hampshire avenue NW.

## ELEVENTH DIVISION.

Supervising principal, Mr. JOHN C. NALLE.

Office, John F. Cook School; residence, 1429 Pierce place NW.

Banneker -----	Third street, between K and L streets NW.	Mr. J. W. Cromwell, 1439 Pierce place NW.
Benning Road -----	Near Benning .....	Mr. H. W. Lewis, 1225 Linden place NE.
Burrville Cook -----	Burrville .....	Mr. J. C. Bruce, Anacostia, D. C.
	Ostreet, between Fourth and Fifth streets NW.	Miss S. C. Lewis, 720 Twenty-third street NW.
Douglass -----	First and Pierce streets NW .....	Miss H. A. Hebron, 1129 Twenty-fourth street NW.
Garnet -----	U and Tenth streets NW .....	Miss K. C. Lewis, 2439 Brightwood avenue.
Jones -----	L and First streets NW .....	Miss E. A. Chase, 1109 I street.
Langston -----	Pstreet, between North Capitol and First streets NW.	Miss E. D. Barrier, 1706 Seventeenth street NW.
Logan -----	Third and G streets NE .....	Miss M. L. Washington, 1902 N street NW.
Patterson -----	Vermont avenue, near Ustreet NW.	Miss C. A. Patterson, 1532 Fifteenth street NW.
Simmons -----	Pierce street, between First street and New Jersey NW.	Miss L. G. Arnold, 419 Q street NW.
Slater -----	Pstreet, between North Capitol and First streets NW.	Miss L. S. Chase, 1109 I street NW.

## TWELFTH DIVISION.

Supervising principal, Mr. J. B. CLARK.

Office, Lincoln School; residence, 1726 Eighth street NW.

Ambush -----	L street, between Sixth and Seventh streets SW.	Miss N. T. Jackson, 318 M street SW.
Bell -----	First street, between B and C streets SW.	Miss L. F. Dyson, 101 Seventh street SE.
Bowen, Anthony Giddings -----	Ninth and E streets SW .....	Miss J. C. Grant, 1448 Pierce place NW.
	G street, between Third and Fourth streets SE.	Miss L. A. Smith, 1452 T street NW.
Lincoln -----	Second and C streets SE .....	Miss M. P. Shadd, 2110 Fourteenth street NW.
Lovejoy -----	Twelfth and D streets NE .....	Miss M. A. Wheeler, 1034 New Jersey avenue NW.
Payne, Randall Sypnax -----	Fifteenth and C streets SE .....	Miss M. L. Jordan, 312 Third street SW.
	First and I streets SW .....	Mrs. M. E. Tucker, 413 B street SE.
	Half street, between N and O streets SW.	Mr. J. E. Walker, 1809 Thirteenth street NW.

## HIGH SCHOOL.

Director, Mr. P. M. HUGHES.

Office, Central High School; residence, 318 B street SE.

Name.	Location.	Name and residence of principal.
Central High	O street, between Sixth and Seventh streets NW.	Mr. Emery M. Wilson, The Lafayette, 1607 Seventh street NW.
Eastern High	Seventh street, between Pennsylvania avenue and C street SE.	Mr. M. F. F. Swartzell, 1912 Fifth street NW.
Western High	Thirty-fifth and T streets NW.	Miss E. C. Westcott, 1718 Corcoran street NW.
Business High	First street, between B and C streets NW.	Mr. Allan Davis, 900 Eleventh street SE.
M Street High	M street, between First street and New Jersey avenue NW.	Mrs. Anna J. Cooper, 1706 Seventeenth street NW.

## NORMAL SCHOOLS.

No. 1	Franklin School, Thirteenth and K streets NW.	Miss Anne M. Goding, The Hawarden, 1421 R street NW.
No. 2	Miner School, Seventeenth and Madison streets NW.	Miss L. E. Moten, 728 Fourth street NW.

## MANUAL TRAINING SCHOOLS.

Director, Mr. J. A. CHAMBERLAIN.

Office, McKinley Manual Training School; residence, 122 Seaton street NW.

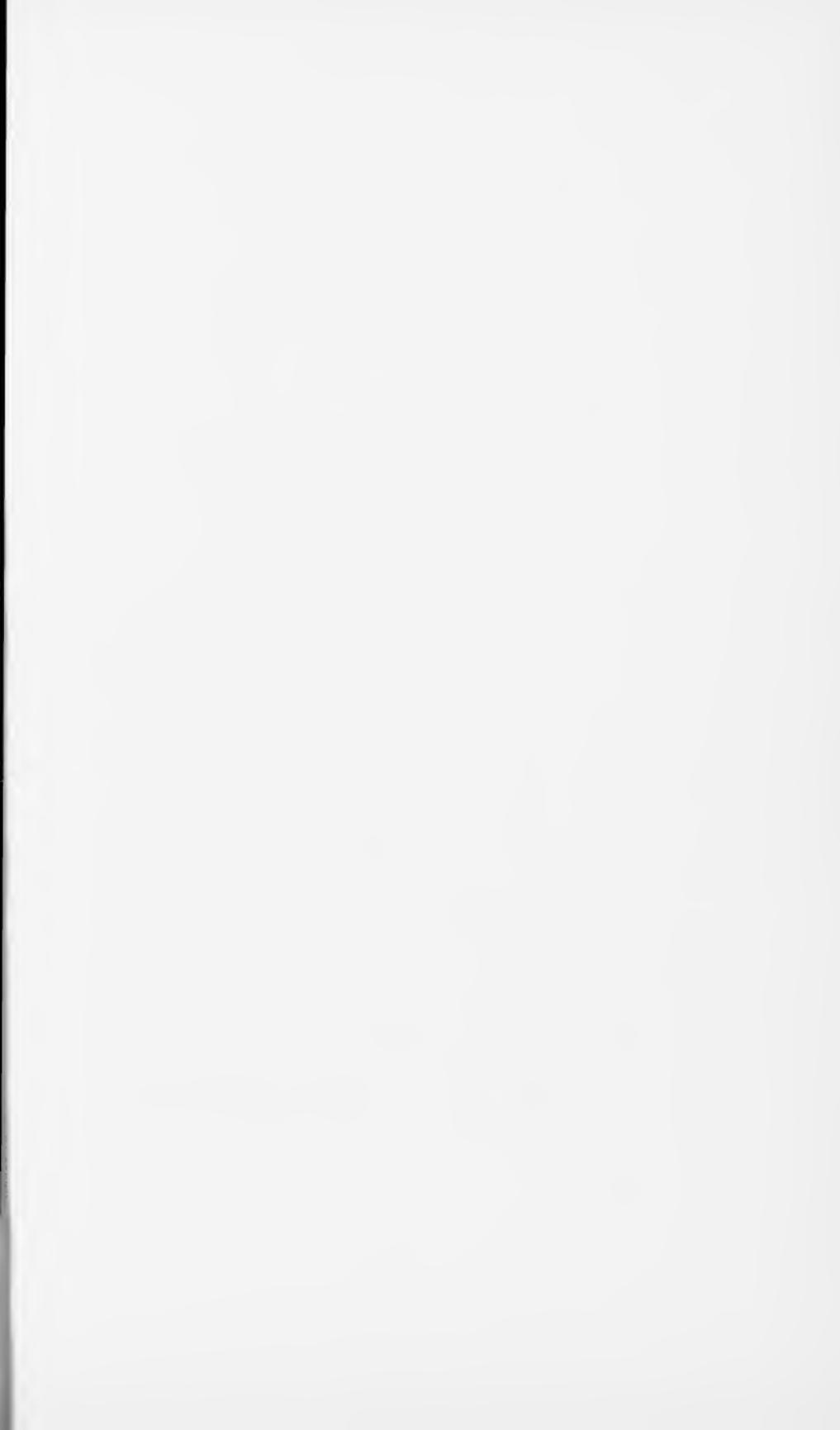
McKinley	Rhode Island avenue, corner Seventh street NW.	Mr. A. I. Gardner, 1115 O street NW.
Armstrong	P street, between First and Third streets NW.	Dr. W. B. Evans, 1926 Twelfth street NW.

## DIRECTORS OF SPECIAL WORK.

Department.	Name.	Residence.
Primary work	Miss E. A. Denney	The Lincoln, Tenth and H streets NW.
Music	Miss A. E. Bentley	1718 Corcoran street NW.
Drawing	Mrs. S. E. W. Fuller	2611 Messmore avenue.
Cooking	Miss E. S. Jacobs	921 P street NW.
Sewing	Mrs. M. W. Cate	217 I street NW.
Physical training	Dr. Rebecca Stoneroad	1330 Wallach place NW.
Kindergartens	Miss Catherine R. Watkins	1246 Tenth street NW.
Night schools	Mr. S. E. Kramer	1318 S street NW.
Librarian	Miss Mina Goetz	1408 Thirty-first street NW.

## ASSISTANT DIRECTORS OF SPECIAL WORK.

Primary work	Miss E. F. G. Merritt	1630 Tenth street NW.
Music	Miss H. A. Gibbs	14 N street NW.
Drawing	Mr. T. W. Hunster	1476 Kenesaw avenue.
Manual training	Mr. J. H. Hill	227 Wilson street NW.
Cooking	Mrs. Julia W. Shaw	2024 Thirteenth street NW.
Sewing	Miss C. E. Syphax	1415 Corcoran street NW.
Physical training	Miss A. J. Turner	313 Spruce street NW.
Night schools	Mr. F. L. Cardozo	1811 Thirteenth street NW.





MORGAN SCHOOL, DEDICATED OCTOBER 3, 1902.

# REPORT OF THE BOARD OF EDUCATION.

---

*To the Commissioners of the District of Columbia:*

The Board of Education submits its annual report for the year ending June 30, 1903.

The schools of the District, for a long time worthy of the national capital, are making steady advance toward a higher degree of excellence. This progress is due in the largest degree to the devoted attention of the school force as a whole and the intelligence which has characterized its work from the superintendent at the head through all the grades of workers.

The board recognizes its responsibility, not only to the citizens of the District, but to the country, which pays half the large total of our school expenditures, now requiring over \$2,000,000 annually. It is with great satisfaction that the board observes the high commendation of the schools as shown by the fact that they are patronized by the President of the United States, by a large number of Senators and Representatives, and generally by the officials and employees of the Government of all ranks.

The reforms insisted upon by Congress as the result of an inquiry by the Senate have been kept steadily in mind, and sufficient time has now elapsed for their wholesome effects to be manifest.

The school enrollment has increased about 3,000. Although Congress has been liberal in its appropriations for new buildings, the school accommodations have not kept pace with the increase of school population. While the board has been ready for two years past with a bill for compulsory education, it seems useless to press its enactment while no room is available for receiving such as a compulsory law would throw upon the hands of school officials. Already the lack of room necessitates more half-day schools than should be established, although only such have been ordered as would make it unnecessary to turn away children seeking school privileges.

The board is in full accord with the superintendent in the very important matter of arranging more elective courses in the high schools. It is held that these are the people's colleges, and that the large majority of the pupils end their school life with graduation. The records of these schools show that only about 5 per cent of high school students prepare for college. The rest go immediately from

these schools to their life work. For several years past the proportion here indicated has obtained of the few fitting for college and the great majority seeking only a high school education before beginning the work of self-support. It becomes, then, most important that each class of students should have the course of study so arranged as to enable them to elect what seems best to assist them in the special lines of employment to which they are looking forward.

One criticism of the high school system is its cost, but the figures of actual cost reduce the force of this objection to a very low minimum. The cost to date of the school buildings of the District, exclusive of the high schools, has been \$5,112,308. The high school buildings have cost \$722,696, or about one-seventh of the grade schools. When it is considered that the United States pays half of this, the District thus far has only incurred an expense for high school buildings of \$361,348. The District has paid for only 68 high school teachers, the total number being 135. While the United States pays half the total expense of our splendid school organization, criticism from our citizens, based solely upon the item of cost, would seem to be somewhat out of place.

In encouraging the high school system here by liberal appropriations for its support, all members of Congress understand that they are in full accord with their own constituents, since at present the high school system, which for years has been extending in all sections, is now developing more rapidly than ever, and is receiving everywhere more and more cordial and substantial support.

The Business High School and the manual training schools are a great credit to the capital. The fact that all are crowded beyond their capacity shows with what eagerness the youth of the city are seeking the advantages of thoroughly practical education, both in business methods and in preparation for all industrial pursuits. Thus far all graduates of the Business High School have found prompt employment.

It is the policy of the board to utilize, as far as possible, the graduates of the high schools, the Business High School, and the manual training schools in such branches of the school force as they prove themselves competent to undertake. Thus the high schools should be able to furnish many of their teachers. The normal schools already have the preference in assigning its graduates as teachers in the grades. The manual training schools can supply all janitors who require a steam engineer's license.

There are only 173 men in the teaching force. The number of women is 1,198. When the excellence of the schools is under consideration, these figures will serve as an aid in distributing the credit due. The difficulty in obtaining male teachers of experience for the higher positions results from the much higher salaries paid almost everywhere else in cities of even the second and third class. At the

same time, the salaries of the great body of teachers, and especially the lower grades, are far below what the positions should be worth, and much less than is paid in cities of prominence.

The board calls especial attention to the great lack of grounds about many of the school buildings. This necessitates the use of the streets to a greater or less extent as playgrounds, to the annoyance of near residents and to the peril of the children.

The advisability of purchasing extensive grounds for the normal school building on the higher levels of the city, where it is still cheap, is too apparent to need argument.

School gardening made great progress during the year. This included the improvement and plant decoration of the parking about the school buildings and extensive gardening, both at the homes of pupils and upon plats placed at their disposal in the Agricultural grounds by our very practical Secretary of Agriculture and his efficient assistant, Mr. B. T. Galloway. The results of this work are apparent about many schools, where the parking heretofore has been an eyesore to all observers. The fall exhibition at the Franklin building of the flowers, vegetables, and fruits produced was of the most interesting character, and reflected great credit on all concerned.

The board has had its attention directed to a growing strenuousness and carelessness in inflicting injury in the football games between the schools. While highly appreciating the value of all reasonable athletic sports, the board will aim to sharply check all tendencies toward the rowdyism and savagery which characterize the play of many of the prominent institutions of the country. The statistics of the game for the year show a startling list of players killed and the serious maiming of many more. No self-respecting school organization should tolerate such manslaughter in the name of athletics, and the board will not fail to take notice of brutality in play and, if need be in order to stop it, to prohibit the game in the schools.

The president of the board desires to call the attention of its members to the efficient work of the office force, including the secretary, his clerks, and the superintendent of janitors. The work would be onerous even were two clerks added to the force. That all duties required are promptly and faithfully performed in spite of this lack of adequate assistance is greatly to the credit of those charged with their performance.

The high school cadets have maintained their prestige and most excellent military proficiency. The board hopes to be able to contribute in several ways to obtain still greater excellence during the coming year.

The report of the superintendent merits careful attention. It clearly shows his grasp of school conditions, and his recommendations will doubtless receive the indorsement of the board, since it is a pleasure to record that its members, both individually and as a board,

have unbounded confidence in him and great admiration for his excellent work.

At the close of the year Gen. George H. Harries, vice-president of the board from its organization, declined to accept reappointment, and Mr. James E. Fiteh was appointed to the vacancy.

The accompanying reports of the several committees of the board show in detail the manner in which the duties devolving upon them have been discharged. These reports will enable the public to see the full extent of the duties imposed in the administration of school affairs, which by the law are exclusively within the jurisdiction of the Board of Education.

Particular attention is directed to the subject of kindergartens as presented by the chairman of the committee on teachers and janitors. The board joins most heartily in all the recommendations of that report.

The report of the chairman of the committee on buildings, repairs, and sanitation will show the patrons of the schools the painstaking and efficient work in all matters relating to healthful conditions. The recommendations of this report deserve the most careful attention and prompt adoption and execution. The system of medical inspection, which is a proper adjunct to the work of this committee, is already working to the great advantage of the schools, and when perfected will afford most valuable protection to the whole body of pupils, and consequently to the families interested in our great army of children.

The exhaustive report of the committee on industrial education gives prominence to the very important subjects of special instruction, showing the wide range of advantages which the pupils of our schools enjoy under the various competent directors in charge of each branch. These branches are physical training, cooking, sewing, drawing, and music.

The night schools present the most pathetic feature of our organization, ministering as they do to a large class who work through the day and give their nights to study. Formerly these schools were attended by many men and women in middle life, and not unfrequently by those with the gray hairs of age. It is to be hoped that Congress can be induced to repeal the prohibition of an age limit of 21 years, by which this class of earnest seekers after knowledge are now debarred from the schools.

The report of the committee on high schools gives proper prominence to the excellent work of Mr. Percy M. Hughes, who succeeded Dr. F. R. Lane as director of high schools.

The report of the committee on rules sets forth the great care which the board bestows upon framing its regulations, and the action it has taken in regard to a law for compulsory education.

The committee on text-books, acting in consultation with Superintendent Stuart, has from time to time recommended books of acknowl-

edged merit as supplementary reading, with a view of cultivating sound literary tastes. These works are furnished without expense to the pupils.

At present all of the schools are dependent upon the generosity of the various athletic societies and colleges of the District for the use of their grounds. The same is true of the cadet battalions. These have no regular place for their drills except as grounds are hired or their use donated. The board, therefore, urges that some tract in the vicinity of car lines, of sufficient area, where ground is cheap, be purchased to accommodate the athletic sports of all the schools and the needs of the cadet organization for drill grounds.

For the Board of Education:

H. V. BOYNTON, *President.*

D C 1903—VOL 4—2

## REPORT OF COMMITTEE ON RULES AND BY-LAWS.

Gen. H. V. BOYNTON,  
*President Board of Education.*

DEAR SIR: The committee on rules and by-laws begs to state that the body of rules which has been in force for the past four years has proved highly satisfactory, with few minor modifications. Our rules and by-laws should be as few and as simple as possible and should maintain a permanence and fixity of character. Nothing leads to greater confusion than frequent changes, regulations, and modes of procedure. Our rules are becoming better understood, and consequently more easily and cheerfully obeyed by the teaching body. There have been few cases of discipline growing out of misunderstanding or infraction.

This committee has little to report from year to year, except to reiterate the satisfactory operation of existing rules.

In its last report this committee recommended the adoption of a system of compulsory education for the District of Columbia, and has already formulated a measure promotive of that end. The recommendations have been adopted by the Board of Education, and the measure will soon be presented to the Congress of the United States. The committee sincerely craves enactment of such a law for the same reasons as urged a year ago, reasons which have since been strengthened and confirmed by the increasing adoption of compulsory education by the best school systems of the country and a growing belief in its local necessity.

Respectfully submitted.

JAMES F. BUNDY, *Chairman.*

# REPORT OF COMMITTEE ON WAYS, MEANS, AND SUPPLIES.

Gen. H. V. BOYNTON,

*President Board of Education.*

DEAR SIR: The committee on ways, means, and supplies submits the annual statement of appropriations, expenditures, and balances for the fiscal year ending June 30, 1903.

SALARIES FOR OFFICERS.		
Appropriation		\$18,620.00
Total expenditures		18,130.00
Balance		490.00
SALARIES FOR TEACHERS.		
Appropriation		\$918,175.00
Total expenditures		918,002.10
Balance		172.90
SALARIES FOR TEACHERS OF NIGHT SCHOOLS.		
Appropriation		\$6,000.00
Total expenditures		5,995.25
Balance		4.75
CONTINGENT EXPENSES OF NIGHT SCHOOLS.		
Appropriation		\$500.00
Total expenditures		498.72
Balance		1.28
KINDERGARTEN INSTRUCTION.		
Appropriation		\$30,000.00
Total expenditures		29,989.01
Balance		10.99
FOR JANITORS AND CARE OF BUILDINGS AND GROUNDS.		
Appropriation		\$83,306.00
Total expenditures		79,230.37
Balance		4,075.63
FOR RENT OF SCHOOL BUILDINGS AND REPAIR SHOP.		
Appropriation		\$17,000.00
Total expenditures		14,131.50
Balance		2,868.50
REPAIRS AND IMPROVEMENTS TO BUILDINGS AND GROUNDS.		
Appropriation		\$55,000.00
Total expenditures		55,000.00
FOR NECESSARY REPAIRS TO AND CHANGES IN PLUMBING.		
Appropriation		\$25,000.00
Total expenditures		24,911.11
Balance		88.89

## REPAIRING AND RENEWING HEATING AND VENTILATING APPARATUS.

Appropriation	\$12,000.00
Total expenditures	12,000.00

## INSTRUCTION IN MANUAL TRAINING.

Appropriation	\$15,000.00
Total expenditures	14,957.93

Balance	42.07
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## FUEL.

Appropriation	\$90,000.00
Total expenditures	86,712.93

Balance	3,287.07
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## CONTINGENT EXPENSES.

Appropriation	\$36,000.00
Total expenditures	35,869.43

Balance	130.57
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## PURCHASE OF PIANOS.

Appropriation	\$2,500.00
Total expenditures	2,500.00

## REPAIRING SCHOOL FURNITURE.

Appropriation	\$3,000.00
Total expenditures	2,999.34

Balance	.66
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## FOR TEXT-BOOKS AND SCHOOL SUPPLIES.

Appropriation	\$52,500.00
Total expenditures	52,485.46

Balance	14.54
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## PURCHASE OF UNITED STATES FLAGS.

Appropriation	\$1,000.00
Total expenditures	998.47

Balance	1.53
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## BUILDINGS AND GROUNDS.

Appropriation	\$259,994.00
Total expenditures	259,994.00

## FURNITURE FOR AND EQUIPMENT OF MANUAL TRAINING SCHOOL NO. 1.

Balance of appropriation from preceding year	\$1,451.87
Total expenditures	1,420.25

Balance	31.62
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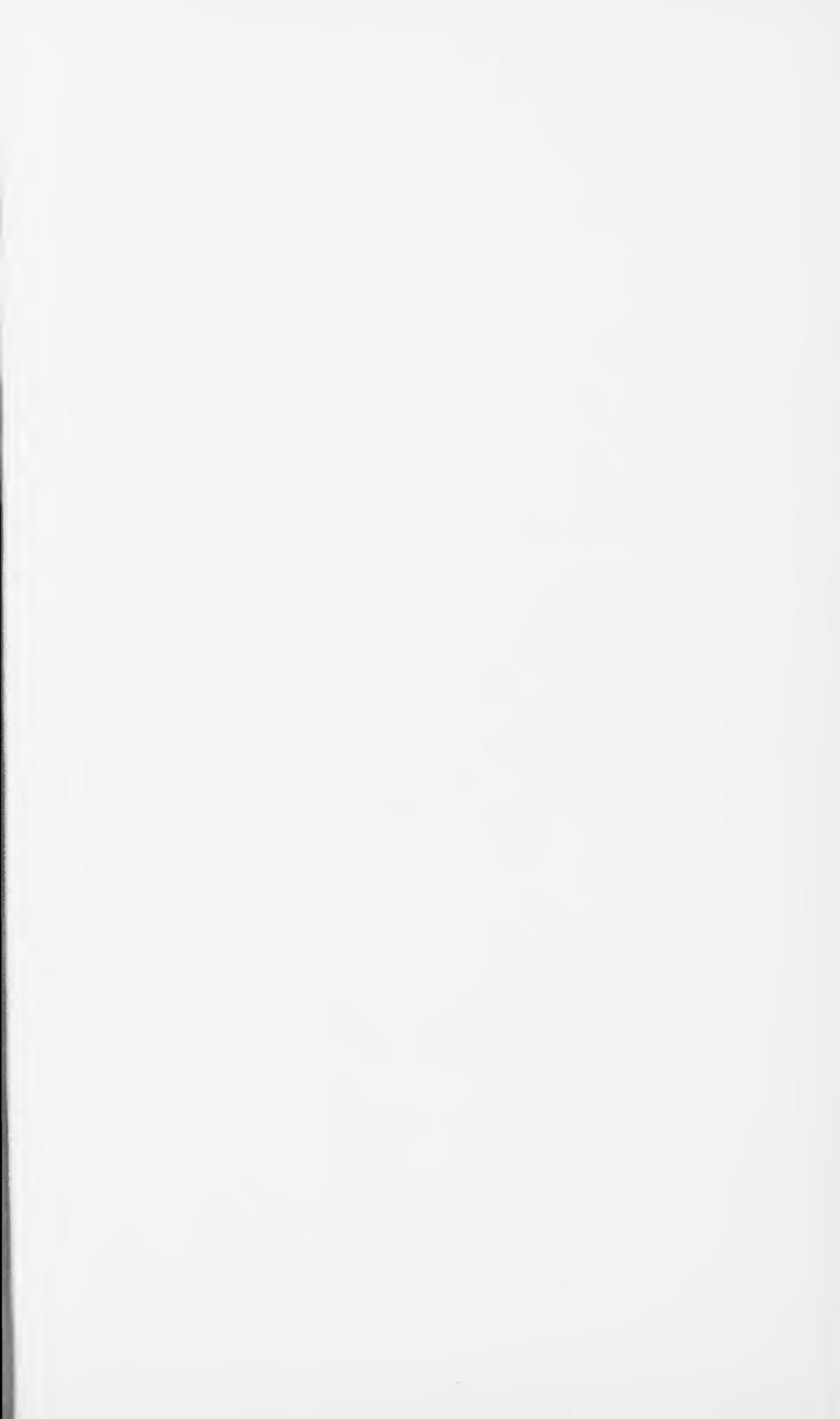
## FURNITURE FOR AND EQUIPMENT OF MANUAL TRAINING SCHOOL NO. 2.

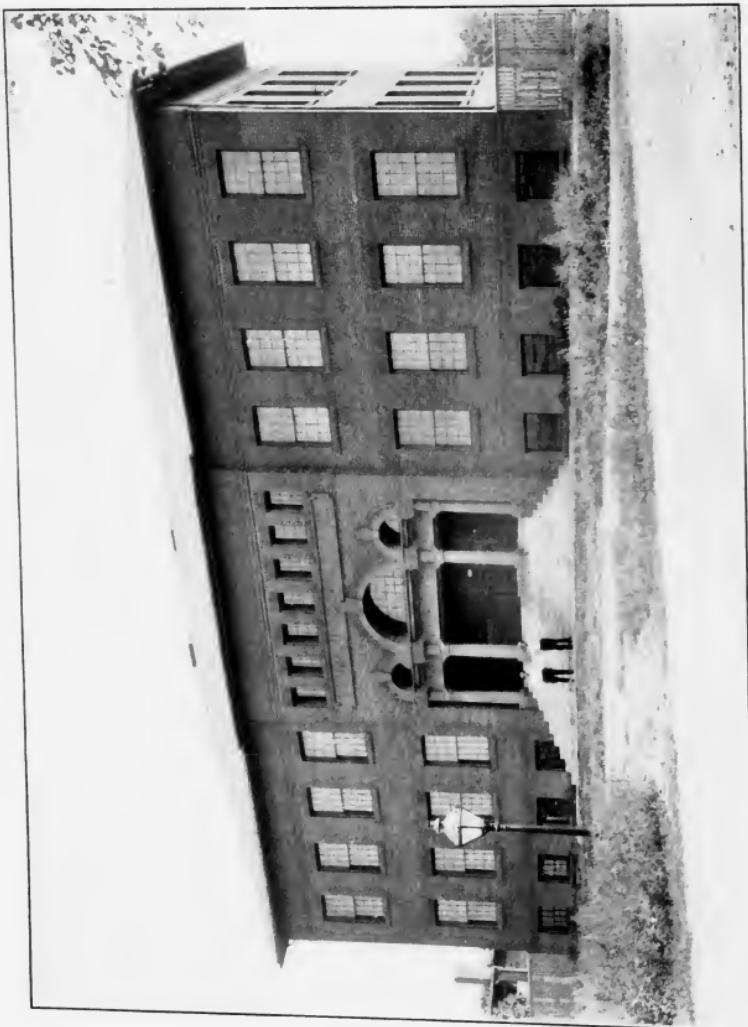
Balance of appropriation from preceding year	\$2,022.00
Total expenditures	1,983.34

Balance	
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Respectfully submitted.

GEO. H. HARRIES, *Chairman.*





B. G. ORR SCHOOL, DEDICATED OCTOBER 14, 1902.

## REPORT OF COMMITTEE ON BUILDINGS, REPAIRS, AND SANITATION.

Gen. HENRY V. BOYNTON,  
*President Board of Education.*

DEAR GENERAL: The committee on buildings, repairs, and sanitation submits its annual report of repairs made in the public schools for the year ending June 30, 1903. The appropriation of \$55,000 for repairs to school buildings and \$12,000 for repairing and renewing heating and ventilating apparatus was distributed as follows:

*First division.*—Adams, \$350.54; Berret, \$192.15; Dennison, \$1,046.21; Force, \$371.23; Franklin, \$4,445.38; Harrison, \$320.54; Hubbard, \$440.44; Johnson, \$283.68; Johnson Annex, \$218.18; Phelps, \$726.45; Thomson, \$214.18; Morgan, \$53.06; total, \$8,662.04.

*Second division.*—Abbot, \$344.46; Eckington, \$249.37; Henry, \$386.13; Morse, \$305.90; Polk, \$202.91; Seaton, \$613.91; Twining, \$663.14; Webster, \$255.30; Emery, \$94.22; total, \$3,115.34.

*Third division.*—Brent, \$360.46; Carbery, \$726.51; Dent, \$294.65; Hilton, \$606.13; Lenox, \$354.26; Maury, \$345.95; Peabody, \$476.43; Towers, \$548.02; Wallach, \$1,415.49; total, \$5,127.90.

*Fourth division.*—Amidon, \$288.47; Arthur, \$478.59; Bradley, \$685.97; Greenleaf, \$182.01; Jefferson, \$1,700.19; Potomac, \$75.54; Smallwood, \$361.61; S. J. Bowen, \$78.15; McCormick, \$214.72; total, \$4,065.25.

*Fifth division.*—Addison, \$292.46; Conduit Road, \$33.12; Coreoran, \$300.75; Curtis, \$324.39; Fillmore, \$251.04; Grant, \$1,982.80; High Street, \$59.48; Jackson, \$772.61; Reservoir, \$151.12; Threlkeld, \$78.88; Toner, \$192.92; Weightman, \$200.54; total, \$4,640.11.

*Sixth division.*—Blair, \$210.51; Blake, \$809.87; Gales, \$258.78; Hayes, \$514.43; Madison, \$280.55; Pierce, \$393.54; Taylor, \$576.58; Webb, \$350.17; total, \$3,394.43.

*Seventh division.*—Brightwood, \$155.09; Brookland, \$224.72; Chevy Chase, \$63.16; Hamilton, \$115.91; Langdon, \$89.63; Monroe, \$271.72; Takoma, \$450.74; Mott, \$289.75; Woodburn, \$218.63; Brightwood (colored), \$49.58; Bruce, \$227.14; Wilson, \$441.87; Bunker Hill, \$36.66; Grant Road, \$76.38; Ivy City, \$192.43; Petworth, \$49.07; Chain Bridge, \$66.31; Tenley, \$568.74; total, \$3,588.13.

*Eighth division.*—Buchanan, \$221.94; Cranch, \$134.28; Tyler, \$474.64; Bennings (white), \$96.16; Congress Heights, \$105.58; Good Hope, \$85.48; Van Buren, \$269.83; Van Buren Annex, \$190.75; Orr,

\$442.01; Benning Road, \$165.43; Birney, \$220.85; Burville, \$205.55; Garfield, \$192.45; Hillsdale, \$216.83; Kenilworth, \$10.50; total, \$3,031.78.

*Ninth division.*—Briggs, \$137.54; Garrison, \$427.24; Magruder, \$657.84; Phillips, \$181.49; Stevens, \$183.69; Sumner, \$416.46; Wormley, \$228.53; Miner, \$19.28; total, \$2,252.07.

*Tenth division.*—Banneker, \$178.88; Douglas, \$399.13; Garnet, \$490.45; Cook, \$689.57; Jones, \$372.85; Logan, \$698.37; Patterson, \$279.47; Slater, \$524.17; Langston, 94.44; total, \$3,637.33.

*Eleventh division.*—Ambush, \$813.49; A. Bowen, \$264.61; Bell, \$469.22; Giddings, \$337.09; Lincoln, \$903.46; Lovejoy, \$151.55; Payne, \$618.45; Randall, \$192.95; Syphax, \$108.78; total, \$3,859.60.

*High schools.*—Central High, \$1,676.02; Western High, \$1,836.38; Eastern High, \$667.73; Business High, \$353.58; M Street High, \$1,062.91; total, \$5,596.62.

*Manual training schools.*—McKinley Manual Training, \$24.50; Armstrong Manual Training, \$120.02; total, \$144.52.

#### SUMMARY.

Repairs accounted for .....	\$51,115.12
Office salaries .....	1,442.00
Horses and driver .....	1,379.74
Material purchased and on hand .....	1,037.38
Miscellaneous .....	25.76
Total .....	55,000.00

To give an idea of the character of the repairs made, the largest items appear under the heads of carpentering, painting, and tinning, viz:

*Carpentering.*—New floors were laid in 17 buildings, viz: Dennison, Force, Seaton, Franklin, Phelps, Polk, Twining, Peabody, Towers, Bradley, Addison, Curtis, Taylor, Garrison, Slater, Lincoln, Central High.

*Painting.*—The exteriors of three schools were painted and penciled and one painted, viz: Franklin, Jefferson, Wallach, Cook. The exterior wood and iron work was painted at the Arthur, Thomson, and Bradley. The entire interiors of the Jones and Carbery were regrained and varnished. The interior of the Dennison and Harrison was revarnished.

More or less painting, graining, and varnishing were done in the Seaton, Gales, Dent, Towers, Central High, Henry, Adams, Johnson, Johnson Annex, Greenleaf, Twining, Eekington, Eastern High, Maury, Morse, Force, Phelps, Hubbard, Douglas, Colored High, Garrison, Buchanan, Congress Heights, Stevens, Van Buren, Van Buren Annex, and Monroe.

Blackboards in nearly every school were repaired and reslanted where necessary. Repairs of some nature were made in every schoolhouse in the District.

*Tinning.*—A large amount of the work had to be renewed at a number of the school buildings. New valleys were put on the Twining, Dennison, Payne, Jackson, Carbery, and Blake.

Of the work let out and completed under contract, the most important was calcimining, steam fitting, and whitewashing.

During the year more than 500 orders were given for plumbing work, the cost of which was \$2,640.

It is respectfully suggested that the appropriation for necessary repairs and changes in plumbing in the existing school buildings be increased from \$25,000 to \$50,000, for the reason that there are still many urgent cases of defective terra-cotta sewers and antiquated plumbing which should be replaced with more modern systems, but on account of the small amount previously appropriated the inspector of plumbing has only been able to change the most urgent cases.

*Repairing and renewing heating and ventilating apparatus, schools, 1903, \$12,000.*

SUMMARY.

Gas engines and fans .....	\$6,138
New furnaces in Woodburn, Chevy Chase, and Langdon .....	1,810
Repairs to heating apparatus .....	3,710
Office salaries .....	342
 Total .....	 12,000

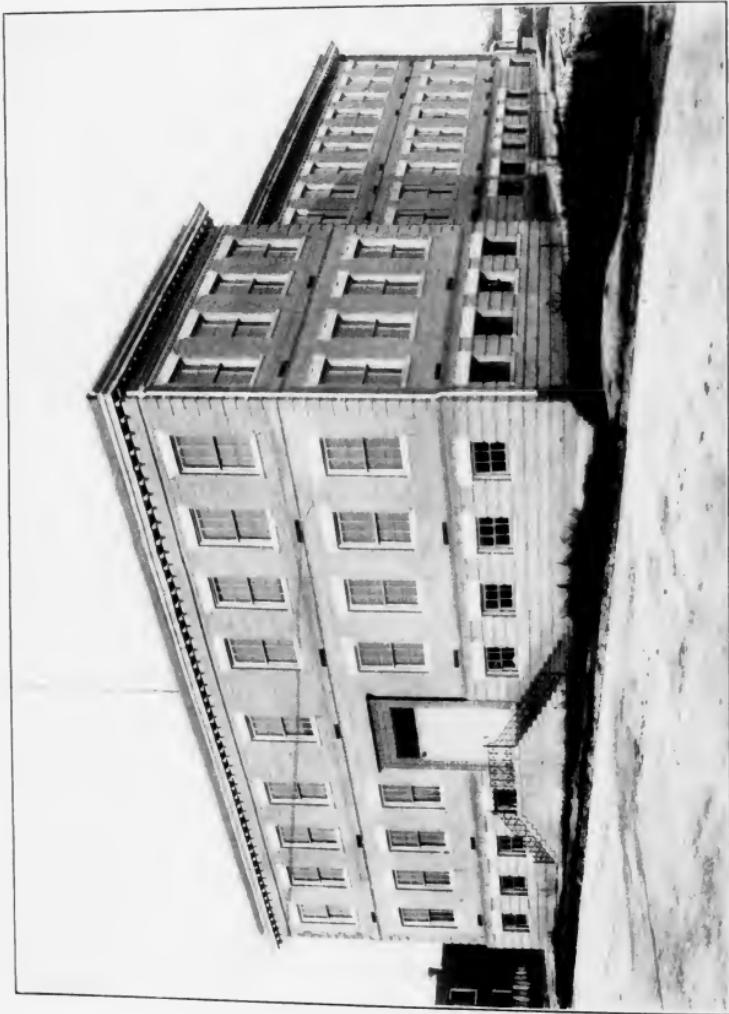
There were 9 gas engines and fans installed for the better ventilation of the buildings in which they were placed. The installation of the engines and fans was in the following-named schools, viz: Morse, Twining, Brent, Maury, Amidon, Blair, Wormley, Banneker, and Cook.

In addition to the installation of engines and fans there were 6 furnaces installed, 2 in each of the following buildings, viz: Woodburn, Chevy Chase, and Langdon.

During the year the Emery, Morgan, McKinley Manual Training, Samuel J. Armstrong Manual Training, Kenilworth, Langston, Syphax, Petworth, and Orr schools were dedicated with appropriate exercises.

Very respectfully,

RICHARD KINGSMAN, *Chairman.*



M. G. EMERY SCHOOL, DEDICATED OCTOBER 17, 1902.

## REPORT OF COMMITTEE ON NORMAL AND HIGH SCHOOLS AND SCHOLARSHIPS.

Gen. H. V. BOYNTON,  
*President Board of Education.*

DEAR SIR: At the commencement of the present school year your committee was confronted with the fact that Dr. Francis R. Lane, under whose direction the high schools of this District had attained their acknowledged excellence, had resigned his charge to accept an appointment in another educational field. Apparently a crisis in the history of our high school system was at hand, and your committee appreciated the fact. After careful consideration, and with the approval of the board, the position of director was tendered to Mr. Percy M. Hughes, then principal of the Central High School. The selection thus made was not a mistake, for Mr. Hughes brought to the discharge of the duties of his office a thorough knowledge of our system, gained from experience and intimate association with Doctor Lane in his labors, a well-trained mind, and a most conscientious appreciation of the responsibilities of the position. We feel that it is no disparagement of the valuable services rendered by Doctor Lane, which all acknowledge, to say that our high schools were never in better condition than we find them at the close of a year under the directorship of Mr. Hughes.

Your present chairman accepted the appointment with full appreciation of the responsibility of the position, knowing how well equipped his predecessor had been, and feeling his own lack of experience and knowledge in comparison. He has, however, received loyal support from his associates of the committee, has at all times been able to command and receive the courteous and intelligent advice and assistance of the superintendent of the schools and director of high schools in the discharge of his duties, and has found the position in every way agreeable.

As a member of the committee and of the board, each of whom keeps in full touch with all branches of our school work, you are fully acquainted with the proceedings of the committee, and we need not detail our actions. Full data as to attendance, etc., will be found in the reports of the superintendent of schools and director of high schools.

It is a satisfaction to know that the new Business High School building is to be placed in one of the most desirable locations in our

city, central in position, and where its great beauty will make it an ornament to our District. The plans approved and adopted by the Commissioners give us a building in every way suited to the requirements of the school, and we trust but a comparatively short time will elapse before the building is available, that this institution, one of the most valuable in our system, may be in a home befitting with its character and importance.

We would again refer to the small and inadequate salaries paid our teachers. One qualified to instruct efficiently in the educational branches taught in our high schools should not only have had experience, but should also possess attainments of no mean order. The poor remuneration offered by us to teachers possessing such qualifications affords but little inducement to draw educators to our schools or to cause them to remain when they have accepted positions, so that each year we are deprived of efficient workers, called from us to other fields where better compensation can be obtained for their valuable services. While your position in this matter is well understood, as is evidenced by your earnest words in your reports to the Commissioners and before the committees of Congress, we wish to add our appeal to yours. Our high schools afford opportunity to the young men and women in our midst to attain educational qualifications which will eminently fit them for the positions they are to assume as citizens, and for many they are the stepping-stones to college and university education, and we believe it is our duty to give them the best instructors obtainable. We have a loyal and conscientious corps of teachers, with pay greatly inadequate to the services rendered and far below the salaries paid in most other jurisdictions.

It is most gratifying to know that the graduates of our schools attain high positions at the various institutions attended by them after leaving us, many reaching front rank and nearly all reflecting credit upon themselves and upon their previous instructors. In most of the well-established colleges our certificates of graduation are accepted as evidence of qualification without further examination.

During the past year the Western High School has had added to its grounds the large lot lying on the west, thus affording a fine practice field for athletics. We trust that the other high schools can at no late date be supplied with similar fields, so that all may be afforded equal opportunity for physical development.

Our normal schools continue their good work. Each year they supply us with teachers well equipped for the duties they are to perform. We would again urge that as soon as possible proper buildings may be erected for the accommodation of these schools. The present quarters are cramped and do not afford full facilities for the work of the institutions. When we remember that the teachers sent from these schools train our children, not only by their instruction in mental

matters but by the influence of their personality, we feel that the very best is not too much to afford to properly equip them for their future careers. We may justly feel proud of the product of our normal schools, and our highest commendation is due the principals and their efficient assistants.

The regiment and battalion of high school cadets have maintained the high degree of excellence which has distinguished them during past years, and are and should be a pride to our District.

Your committee believe that we have every reason to be satisfied at the outcome of the past school year.

Respectfully submitted.

J. HOLDSWORTH GORDON, *Chairman.*



ARMSTRONG MANUAL TRAINING SCHOOL, DEDICATED OCTOBER 21, 1903.

## REPORT OF COMMITTEE ON TEACHERS AND JANITORS.

Gen. HENRY V. BOYNTON,

*President Board of Education.*

DEAR SIR: The committee on teachers and janitors of the graded schools submits its report for the year ending June 30, 1903.

During the past year the whole number of teachers appointed was 73, a decrease of 30 compared with the appointments of the year previous, due to the nonappointment of the graduates of the class of 1903 of the Washington normal schools until after the beginning of the new school year. Of the 73 appointments made, 59 were graduates of the Washington normal schools, 6 were from other approved normal schools, 4 were holders of certificates granted by the Board of Education, 2 were temporary teachers, and 2, having taught successfully in the Washington schools, upon application to the board, were reinstated. Of these appointments, 43 were made to fill vacancies caused by resignation and 1 by death. One teacher was dropped, 10 were granted leaves of absence, and 7 who were on leave returned to duty. Thirty substitutes were appointed and 293 promotions were made, an increase of 76 over the year previous. Five teachers were reduced in grade, 4 being reduced at their own request.

The total number of teachers on roll in the graded schools at the close of the year was 988.

The committee feels that we can not urge too strongly the necessity for an assistant to the principal of each building of eight rooms. Seeing the good that has been accomplished by the assistants to principals of larger buildings, we recommend that enough additional salaries of the \$450 class be added to our estimates to place an assistant in each building of eight rooms. We also recommend that some arrangements be made by which the supervising principals be relieved from the vast amount of clerical work which devolves upon them. The increasing number of schools demands more time for supervision.

### KINDERGARTENS.

In comparison with other cities, we are paying small salaries in our kindergartens. Teachers are being constantly drawn away from us by the offer of larger salaries elsewhere, and we are feeling the loss keenly. With the increase of \$5,000 which Congress granted to us last year we were able to give each teacher a small advance in salary

and establish four new schools—two in the white and two in the colored schools.

Our kindergartens, as well as other departments of our schools, are becoming more and more the training school for teachers for other cities.

The total number of appointments in the kindergartens for the past year was 23, 7 of these being temporary teachers. There were 20 substitutes appointed and 44 teachers promoted. Two resigned, 4 were granted leaves of absence, and 1 died. The whole number of kindergarten teachers enrolled at the end of the year was 70.

The committee recommends an increase of \$10,000 for kindergartens for the coming year, making a total of \$45,000. Such an increase would enable the Board of Education to establish kindergartens in many of the suburban schools, where there is a great need for them.

#### JANITORS.

Fifteen janitors were appointed during the past year, 1 temporary, and 24 substitutes. Seven were promoted, 7 resigned, 1 died, 1 was reduced, and 5 dismissed, making the total on roll 122. The apparent decrease in the number of janitors on roll at the close of the year as compared with that of the preceding year is due to the transfer of all of the small cooking, sewing, and manual-training schools to the committee on industrial education. The large manual-training schools were transferred to that committee in 1901.

The committee feels that it can not close its report without commending the excellent work done by the janitors. The men, as a class, are hard working and faithful, cooperating with the principals in the management of the playgrounds at recess, and in many cases, where the children are compelled to play in the streets, keeping a careful watch over the little ones.

Upon the recommendation of this committee no person over 45 years of age can be appointed as janitor, which provision, it is believed, will result in securing better and stronger men for the service.

Congress at its last session increased the pay of janitors of 8-room steam-heated buildings from \$540 to \$700 per annum. We respectfully urge an increase from \$540 to \$600 for janitors of 8-room furnace-heated buildings.

Very respectfully,

MARY HOPE WEST, *Chairman.*

## REPORT OF COMMITTEE ON TEXT-BOOKS.

Gen. H. V. BOYNTON,  
*President Board of Education.*

DEAR SIR: Our committee has but little to report. While some minor changes have been made in text-books, nothing has been done or been deemed necessary of a radical character. Under advice of the superintendent we have continued to add, from time to time, books of acknowledged merit as supplemental reading, carrying out our desire to familiarize the children with our best productions, thus cultivating their minds and creating a healthy literary taste.

Your chairman, in relinquishing his position as such, extends his thanks to you for your uniform courtesy since he has filled the position, and welcomes to the committee and chairmanship his associate, Mr. James E. Fitch, under whose oversight we may feel assured that efficient and intelligent direction will be given to this important branch of our work.

Respectfully submitted.

J. HOLDSWORTH GORDON,  
*Chairman.*

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### NEW BOOKS ADDED TO THE SUPPLEMENTARY LIST.

Tarbell's Complete Geography.  
Tarbell's Inductive Geography.  
Great American Series.  
Judson's "The Young American."  
Nichol's Graded Lessons in Arithmetic.  
The Elementary Inductive Geography.  
The Rational Elementary Arithmetic.  
Wood Folk Stories.  
Wilderness Ways and Secrets of the Woods.  
Pearson's Stories of Bird Life.  
Dog of Flanders.  
The Nurnberg Stove.  
Adam's Elementary Commercial Geography.  
Library of Travel, by E. L. Kellogg.  
Cadmus Writing Pad, by Major Ferguson.

### NEW BOOKS ADDED TO THE FREE TEXT-BOOK LIST.

Eighth grade:

Maxwell and Smith's Writing in English.  
The Origin and Government of the District of Columbia, by William Tindall.  
Various Forms of Local Government in the District of Columbia, by W. B. Bryan.

### NEW BOOKS INTRODUCED DURING THE SCHOOL YEAR 1902-3 FOR USE IN THE HIGH SCHOOLS.

First year:

Latin—Collar and Daniell's First Year Latin.  
Bookkeeping—Robertson's Practice Sets (corrected).

## Second year:

Latin—Collar and Daniell's First Year Latin; Collar and Daniell's *Bellum Helveticum*.  
 Physics—Andrews and Howland's Elements of Physics, for use in M Street High School.  
 German—Jagemann and Poll's Prose Composition.  
 History—Montgomery's English History, for use in M Street High School.  
 English—Stevenson's *Treasure Island*, in place of Dickens's *Tale of Two Cities*, for use in M Street High School.  
 Bookkeeping—Robertson's Practice Sets (corrected).

## Third year:

Latin—Daniell's New Latin Composition.  
 Mathematics—Second Revised Edition of Wentworth's Trigonometry and Surveying.  
 German—Jagemann and Poll's Prose Composition; Newson's German Daily Life.  
 Greek—Goodwin and White's Xenophon's *Anabasis*.  
 History—Robinson's History of Western Europe.  
 French—Ce qu'en Voit; Sicard's Easy French History; Longmann's Advanced Unseens; Tartarin de Tarascon, Daudet's by Otto Spierman.

## Fourth year:

Physics—Permit use of Jackson and Jackson's Magnetism and Electricity; retain Thompson's Elements of Electricity, the choice of the books being left to the teacher.  
 Mathematics—Wentworth's College Algebra, first edition.  
 German—Jagemann's Prose Composition; Newson's German Daily Life.  
 Greek—Seymour's Homer's *Iliad*.  
 French—Angiers Le Gendre M. Porrier; Baillot's French Composition; Benton's Easy French Plays; Super's *Histoire de France*; Rostand's *Les Romanesques*.  
 Zoology—Kellogg's Elementary Zoology; Jordan et al.'s Animal Studies.  
 Spanish—First Spanish Book and Reader, Giese's.

## Miscellaneous:

Laurel Song Book.

**BOOKS DROPPED.**

## First year:

Latin—Churchill and Sanford's *Viri Romae*; Collar and Daniell's First Latin Book.

## Second year:

Latin—Churchill and Sanford's *Viri Romae*.  
 German—Jagemann's Prose Composition.  
 History—Larned's English History.

## Third year:

Latin—Dodge and Tuttle's Latin Prose Composition.  
 German—Jagemann's Prose Composition.  
 Greek—Goodwin's Xenophon's *Anabasis*.  
 French—Les Prosateurs Francais du XIX<sup>o</sup> Siecle; Grandgent's French Composition.

## Fourth year:

German—Jagemann and Poll's Prose Composition.  
 French—Les Poets Francais du XIX<sup>o</sup> Siecle; Grandgent's Grammar.  
 Zoology—Parker and Haswell's Manual of Zoology; Jordan and Kellogg's Animal Life.





FREE-HAND DRAWING, ARMSTRONG MANUAL TRAINING SCHOOL.

## REPORT OF COMMITTEE ON INDUSTRIAL EDUCATION AND SPECIAL INSTRUCTION.

Gen. HENRY V. BOYNTON,

*President Board of Education.*

DEAR SIR: The following is the annual report of the committee on industrial education and special instruction for the year ending June, 1903, and which the committee respectfully submits for your consideration.

### MANUAL TRAINING.

Since the organic development of an individual is largely dependent upon the proper exercise of all the senses, it is rightly felt that manual training, which renders acutely active the brain, the hand, the eye, and also the muscles of the body, is necessary to such development. To state that without such training the education of our children would be one sided, would fail of its right aim, which is to send them out into the world fully developed, with receptive minds and adaptable organisms, is not, in the opinion of this committee, an exaggeration. The material world readily renders unlimited means of a livelihood to young men and women who have properly had this training. If success is not assured in one direction, they are resourceful and find other channels which readily yield to their importuning.

More than ever has this committee been impressed with the need of competent teachers for this important training, men and women who possess, and can therefore teach, more than the technical side of it; who see more to be derived from it than the industrial opportunity; who view and understand from a psychological standpoint the effect of manual training upon their pupils; who are not satisfied with the exhibiting of a few articles of utility that may have been made by a pupil under as much pressure and supervision as the street boss gives to his laborers, but teachers who first instill the incentive to original development and then leave the pupil to demonstrate whether or not he or she is original and productive. The advancement of the industrial idea in this material age urges us not to be handicapped with teachers who can not inspire pupils with the highest ideals of manhood and womanhood. This committee, therefore, implores the Board of Education to see to it that only men and women of broad culture and understanding be appointed as teachers in this important department of our educational system.

The two manual training school buildings, the McKinley and the Armstrong, were turned over to the school authorities in a partially equipped condition, so that it was far into the year before everything was working smoothly. The furnishing of the kitchens, sewing rooms, chemical laboratories, and forging and engine rooms was delayed, retarding at great length the various branches of work. Beginning next year, as we shall, with these two schools well equipped, we hope to have more thorough work done. We find that the two-year course in these schools is the more popular, meeting, as it does, the need of a large percentage of the pupils to get out into the working world as soon as possible. This need, of course, is more largely felt in the Armstrong School than in the McKinley School. The four-year course meets the requirements of the boy or girl who wishes to prepare for some technical school to pursue some specialty and to prepare for the normal school with the view of becoming a teacher in some special line of work. The want of space, however, retards materially the work of both schools. The pupils enrolled being nearly twice the seating capacity in the McKinley, the Central High School building was used as an overflow, a few rooms there being secured. This arrangement, you can readily see, is not only inconvenient, but causes the loss of much time in going to and coming from recitation. In the Armstrong building the conditions are not quite so serious. This committee, therefore, urges Congress to meet this need in its next appropriation bill.

The various manual training shops throughout the District are in good condition, meeting the needs of the boys in graded schools from the fifth grade to the eighth grade. The time of the assistant director of this work being practically taken up at the Armstrong building, thus slighting in a degree the shops of the ninth, tenth, and eleventh divisions, the committee feels the need next year of having the assistant director give all his time to the upbuilding of these special shops.

An exhibit of the work in the McKinley Manual Training School and the Armstrong Manual Training School was held at the Carnegie Library building in the first part of May under the auspices of the Eastern Art Teachers' Association. Fine specimens of work were shown by both schools. The work of the drawing department included mechanical drawings and artistic designs in decorative art. The sewing and millinery departments made an unusually fine exhibit of dresses, underwear, and artistically trimmed hats. A branch of work that was encouraged at the Armstrong School, and which was watched with interest because it was the first effort in that direction, was gardening. Of course, with so small a plot of ground the quantity of produce was not large, but I can personally testify that the string beans, white and green, the lettuce, and radishes were very fine in quality. Such schools as these should have the advantage of larger grounds, where gardening could be made quite an educational feature.

The establishing of a manual training school in the northeast section of the city was found necessary to accommodate the growing population of that section.

Forty-three pupils were graduated—29 of the four-year course and 14 of the two-year course—from the McKinley Manual Training School on June 13, and 85—9 of the four-year course, 60 of the two-year course, and 16 in specialties—from the Armstrong Manual Training School on June 14. Two boys graduating from the Armstrong had received before the night of graduation an engineer's license from the District government. These two boys stand in line for appointment as janitors of our school buildings.

Six teachers were appointed during the year in the McKinley School and two in the Armstrong School. No new teachers were appointed in the shops during the year.

For detail outline of this work, see the report of the director of manual training.

#### DRAWING.

We do not aim in this department to develop artists in the sense in which the term is usually construed. If the laurel wreath of success as an eminent artist should be placed upon the brow of any one of our boys or girls in the future we are confident that the public could honestly conclude that they became artists not in spite of us, but because of the excellent work done in this department throughout the graded schools, the various high schools, and the two normal schools.

The fundamental principles of drawing being those of all artistic work, we may occasionally cause the fire of genius to glow sufficiently to produce artists of merit, but the development of the perceptive faculties of the ordinary or normal child, as well as those of the dull phlegmatic pupil, that fails to perceive the beauties of nature or to admire the beauty of form and color that surrounds us constantly in both nature and art is largely the task of our drawing teacher. The course is so outlined that the ornamental and artistic side is not developed at the expense of the practical and utilitarian. So mutually interwoven is this special work of drawing with that of manual training that the success of the latter depends largely upon the former.

Mechanical or analytical drawing being the foundation of original work in the wood and metal shops, and free-hand drawing being the basis of all decorative work throughout the school, it is evident that drawing is really a major study when the manual-training schools are reached. The work of this department is practically begun in the kindergarten, where the child is first taught the appreciation of color and the development of form by straight lines. A gradual advanced process of this work is correlated throughout the grades, so that by the time the high schools and manual-training schools are reached a

pupil is or should be well drilled in the technicalities of this specialty. The committee feels that the surest and best evidence given of the efficiency of this department is the fact that the pupils of our own training often carry off the first honor in competitive examinations for teachers of drawing. To Mrs. Fuller, the director of drawing, and Mr. Hunster, the assistant director, must this credit be given.

One teacher was appointed during the year, the one receiving the highest percentage in the competitive examination held last September being appointed.

For any special detail of work, see the report of the director of drawing.

#### MUSIC.

Although music is a minor study, fifteen minutes of time in the grade work and thirty minutes of time in the high schools and manual-training schools being given it daily, the resultant good as an educational factor to the pupils can not be overestimated. To the dull prosaic mind that views effects irrespective of causes and decides a thing an advantage that shows only material benefits, the statement that the study of music is invaluable to a child is possibly mistrusted. The possible reproduction of such minds will be lessened when we become through this gradual process of musical absorption a music-loving people. The music period in the school room, although one of application, is generally one of joy and relaxation to the pupils, as all children love music and readily respond to its charm. The essential feature of the kindergarten is music. Even at this early age music as taught gives a twofold development to the child—that of the vocal organs and an appreciation of sound or tonal qualities. This development enlarges the physical and social life of a pupil, making him or her more susceptible of the ideal life, which, after all, is the chief aim and scope of all educational endeavor. The exhibition of song recitals by Washington Normal School No. 1, at the Franklin School building, and by Washington Normal School No. 2, at the Fifteenth Street Presbyterian Church, were unusually fine this year. Crowded houses testified to the interest of the public—that is, the friends and patrons of the schools—while the excellent work done by the pupils evidenced to some degree the zeal and earnestness with which the director of music, Miss Bentley, and the assistant director, Miss Gibbs, had both worked.

The appointment of two pianists in this department was urgently requested by this committee in its last report. We are glad to state that two very capable young women have been secured for these two positions for the ensuing year. Three appointments were made in this department during the year.

For a more minute report of this work, see the report of the director of music.

## PHYSICAL TRAINING.

The sum and aim of education is life—life expressed and enjoyed by the possession of a perfect organism. After being well born, the next thing for us to see to is the development of sound bodies and minds. No educational force has as yet been brought forth that will tend to such development as the study and practical application of physical training. A sensible and rational application of the theories of this specialty should permeate everything that a child does in actual life—its play as well as its work.

The demand of all thoughtful citizens for playgrounds sufficient in size to admit of free exercise in all youthful games and sports emphasizes as much as anything can the real need of physical expression for the youth of our nation. Other cities are far in advance of Washington in the recognition of this claim, and this committee feels that no better educational work could be done by the Board of Education than to assist the District officials and the Associated Charities in this great work of securing ample playgrounds for the children of the District. The securing of them would mean life and health to thousands of children, which would assist greatly in the cultivation of the mental activities.

The competitive games that take place between the various schools in athletics are a vital part of this work, creating, as they do, unusual interest in not only the competitors but in their friends also. The contest that took place in Convention Hall was spirited and showed ability as to contestants and evidenced the laudable efforts of the instructor, Mr. Foley. The two manual-training schools do not come under the direction of Mr. Foley in this work. In this they suffer the lack of opportunity for instruction and development. The committee would recommend that in the future these two schools should receive the same instruction in athletics as do the high schools. Contesting games in basket ball for the girls showed an equal amount of interest and enthusiasm. The committee deplores the lack of facilities for such work in all the buildings of the high schools and the two manual-training schools, and urges the procuring as soon as possible of all such necessary appliances as will make the work uniform throughout.

We are still erecting new school buildings with limited playgrounds. This is wrong. This is false economy. This committee earnestly urges larger appropriations for the purchase of building sites, that such a state of things may no longer exist.

One teacher was appointed in this department during the year, the person receiving the highest average in an examination held last September being appointed. Doctor Stoneroad, the director of physical training, and Miss Turner, the assistant director, are working earnestly for the upbuilding of this important branch of school work.

For detail plan and schedule of this work, see the report of the director of physical training.

## COOKING.

A practical application in the home of the science and art of cooking as daily taught and demonstrated in our public schools is the opportunity of all girls in our seventh and eighth grades. A proper conception of the work and its benefits could scarcely be expected in grades lower than the two named. The girl who is taught not only the scientific principles of cooking, but assists in the preparation of palatable dishes properly served, can not be indifferent to the preparation of food in her home. An influence is thus unconsciously exerted that is beneficial and reactive. With a proper conception of the hygienic preparation of foods in the home life, the children necessarily come to us sounder in body and more active in mind than they otherwise would. If the ultimate end of all these specialties that undoubtedly cultivate the activities of a pupil does not improve them physically and mentally, the successful establishing of their necessary place in our school system would, indeed, be doubtful.

If any one point needs emphasizing more than another in this branch of work, I should say that the principle of economy is the one most needing it. There is a crying need that pupils shall be taught the preparation of palatable food at the least possible cost. In the homes of the very poor is this especially true. While the majority of our pupils, I am glad to state, come from well-kept and comfortable homes, there is, as we all know, a large per cent who do not. We are very sure of helping conditions even in the better homes, but to supply the needs and benefit the poorer class is the larger opportunity of this department.

An interesting illustration of the principles of economy was given at the two manual training schools in the latter part of May, under the supervision of the teachers in charge. School officials were the guests of honor. The dinners were not only palatable, but a decided success from an artistic standpoint. They were given to show the officials at what least expense a menu for six persons could be given that included several courses. The cooking and serving were done only by the pupils, and it was the opinion of those present that if these schools did no greater good for this community than to send out young women who could prepare and serve such menus their work would be valuable. By the continuing of this specialty from the seventh and eighth grades to the manual training schools a degree of efficiency in cooking is reached by the pupils that is very encouraging.

The four-year course in the manual training schools of special pupils in cooking, said course followed by a normal training, will in time furnish us our cooking teachers for the grade work. Competitive examinations assure us now the best attainable material.

The assistant director resigned at the first of the year, and Mrs.

Julia Shaw, a teacher at the Armstrong, was promoted to fill the vacancy. Three appointments were made in this department last year, the appointments taking place according to standing on eligible list.

For plan and detail of work, see the report of the director of cooking.

#### SEWING.

To be taught the art of making and to instill a desire for neat, well-made garments minus the cheap frills and auxiliaries that to certain minds seem necessary are two of the objects for which this practical department of our public school system is striving. A proper conception of the value of ordinary and commonplace things of life is, when accomplished, a great step forward in the educational life of an individual, of an institution, or of any system of schools.

Better equipped teachers are being employed in this department each year. The competitive examinations that are being held every year make it possible for us to secure the best. In this department, as in the cooking department, we hope in time to secure our teaching force from the graduates of our four-year course in the two manual training schools who have followed their graduation by a two-year course in the normal school.

The exhibition of stylishly designed and well-made gowns, of daintily made underwear, and artistically trimmed hats, as shown in the two manual training schools, show the extent of work compassed in our sewing department.

The two-year course in sewing of the manual training schools, where the major part of a pupil's time is given to sewing, is intended to well equip a young woman with a means of livelihood. Cramped conditions, however, owing to lack of room, necessarily hinder the progress that otherwise might be made in this department.

Several of the teachers of the sewing department, I am glad to state, availed themselves of the opportunity to attend the summer course at Pratt Institute and other educational centers, and have been much benefited by doing so. Bringing as they do new ideas and new methods of presenting and applying what they have secured, such teachers furnish an impetus for good to the work which did not exist before.

I was much pleased during my visits last fall to the county or suburban schools. Considering the distances necessarily covered, the interest and progress of the children in this line of work were unusual. These children walk for miles over country roads with eagerness to attend the cutting and fitting classes. On questioning the larger pupils I found that the skirts and shirtwaists worn by them were, with few exceptions, made by the pupils themselves. The committee feels that an undue retarding of the pupils' efficiency in this depart-

ment takes place from the fact that sewing is dropped in the seventh and eighth grades, the very grades which, it seems to us, would cause more interest and enthusiasm in the work than would all the other grades put together. The pupils are just the age when sewing would most appeal to them by reason of its effective results. The committee therefore recommends that the director of sewing so plan the course in the future as to take this work in the seventh and eighth grades.

Six appointments were made in this department during the year, said appointments being made according to standing on eligible list.

For schedule of work and detail of course, see the report of the director of sewing.

#### NIGHT SCHOOLS.

As the schools are the only source of educational growth to a large class of persons who are engaged in working during the day, every effort should be made, and we believe is made, to obtain from them the largest benefit to those concerned. Conditions argue that the curriculum should of necessity be an adaptable one, so that the needs and requirements of the individual can be met. The needs met by these schools render them invaluable auxiliaries to our educational system. While the night school pupils were fewer in number last year owing to the 21-year age limit, this committee feels assured that the standard of work done was, if anything, better than that of the preceding year. This can readily be accounted for by the fact that the standard of work to be accomplished was raised and the resignations of all teachers in the corps who were not competent to do the work as desired were accepted.

Our corps of night school teachers is almost wholly composed of day teachers. The committee feels assured that by pursuing this course the best possible teachers are obtained for this most arduous work.

This committee wishes to express its regret at the resignation of Mr. Raymond Riordon as director of night schools. His value to the schools, and especially to this particular branch of work, was incalculable. To his untiring zeal is the credit of the excellent standard of the night schools due. While the committee deplores his loss, at the same time it feels that the schools are to be congratulated upon securing the services of Mr. S. E. Krauser as his successor. We feel confident that under his capable management there will be no retrogression.

To meet a much-felt need of this community, this committee has recommended that manual training be emphasized in the future in the colored night schools by the establishing of such a school in the Armstrong Manual Training School building, where all industries possible will be taught by competent teachers. Cooking schools were established in the various night school buildings. Mr. F. L. Cardozo, jr., the assistant director of night schools, cooperated with zeal

in the work and plans of the director, Mr. Riordon. The schools coming under his direct control have shown marked improvement.

The committee recommended that the supervision of the Night Business High School, which has heretofore been under the charge of the director of high schools, be placed under the control of the director of night schools. A more uniform method of work, we believe, will thereby be enforced. This committee has also recommended that the age limit of 21 years be eliminated by Congress, as many well-deserving persons are thereby deprived of an opportunity for self-improvement, a condition that should not exist in any community.

The need of a night school in Georgetown has been thoroughly shown. This committee, therefore, respectfully urges Congress to so increase the appropriation for this most important work that the much-needed school may be established.

The committee takes this opportunity of expressing its appreciation of the hearty support and cooperation of the heads of the various departments coming under its supervision in whatever steps it has undertaken for the improvement of the schools.

Respectfully submitted.

BETTIE G. FRANCIS, *Chairman.*



MECHANICAL DRAWING, ARMSTRONG MANUAL TRAINING SCHOOL.

## REPORT OF SUPERINTENDENT STUART.

*To the Board of Education:*

I have the honor to submit to you my annual report of the condition and growth of the schools under my supervision for the year ending June 30, 1903.

I shall make my report brief in the hope that you will read and digest the fuller history of our year's work that is found in detail in the able reports presented by the supervising principals, the principals of the normal schools, the directors of high schools, manual-training schools, and primary work, and the heads of the departments of cooking, sewing, physical training, drawing, and music.

**Number of pupils enrolled:**

First eight divisions .....	35,493
Ninth, tenth, and eleventh divisions.....	13,252
<b>Total</b> .....	<b>48,745</b>
<hr/>	
Number of white pupils (male, 16,148; female, 16,839) .....	32,987
Number of colored pupils (male, 6,934; female, 8,824).....	15,758
<b>Total</b> .....	<b>48,745</b>
<hr/>	
Number of pupils in city schools (white, 28,839; colored, 13,252) .....	42,091
Number of pupils in county schools (white, 4,148; colored, 2,506) .....	6,654
<b>Total</b> .....	<b>48,745</b>
<hr/>	
Number of male pupils (white, 16,148; colored, 6,934) .....	23,082
Number of female pupils (white, 16,839; colored, 8,824).....	25,663
<b>Total</b> .....	<b>48,745</b>

	Male.	Female.	Total.
Number of pupils in normal schools .....	14	156	170
Number of pupils in high schools .....	875	1,798	2,673
Number of pupils in manual-training schools.....	489	927	816
Number of pupils in grammar and primary schools .....	20,779	22,531	43,310
Number of pupils in kindergartens .....	925	851	1,776
<b>Total</b> .....	<b>23,082</b>	<b>25,663</b>	<b>48,745</b>

## PER CENT OF TEACHERS.

The per cent of all teachers was: White—male, 6.86; female, 60.61; total, 67.47. Colored—male, 5.76; female, 26.77; total, 32.53, distributed as follows:

	White.		Colored.		Total.		Total.
	Male.	Female.	Male.	Female.	Male.	Female.	
Supervising principals	0.58		0.22		0.80		0.80
Directors of primary work		0.14		0.07		0.21	.21
Special	1.09	4.15	.88	1.76	1.97	5.91	7.88
Normal schools		.72		.51		1.23	1.23
High schools	2.56	5.32	1.09	.73	3.65	6.05	9.70
Manual training schools	1.17	.88	1.09	.65	2.26	1.53	3.79
Grammar and primary schools	1.46	45	2.48	21.01	3.94	66.01	69.95
Assistants to principals		.88		.44		1.32	1.32
Kindergartens		3.52		1.60		5.12	5.12
Total	6.86	60.61	5.76	26.77	12.62	87.38	100

The per cent of white teachers was: Male, 10.16; female, 89.94; distributed as follows:

	Male.	Female.	Total.
Supervising principals	0.86		0.86
Director of primary work		0.22	.22
Special	1.62	6.16	7.78
Normal school		1.08	1.08
High schools	3.79	7.89	11.68
Manual training school	1.73	1.30	3.03
Grammar and primary schools	2.16	66.70	68.86
Assistants to principals		1.30	1.30
Kindergartens		5.19	5.19
Total	10.16	89.84	100

The per cent of colored teachers was: Male, 17.71; female, 82.29; distributed as follows:

	Male.	Female.	Total.
Supervising principals	0.67		0.67
Assistant director of primary work		0.22	.22
Special	2.69	5.38	8.07
Normal school		1.57	1.57
High school	3.36	2.25	5.61
Manual training school	3.36	2.02	5.38
Grammar and primary schools	7.63	64.57	72.20
Assistants to principals		1.35	1.35
Kindergartens		4.93	4.93
Total	17.71	82.29	100

## ENROLLMENT.

The number of pupils enrolled was 48,745—32,987 white and 15,758 colored. This shows an increase of 313, or 0.64 per cent over the previous year.

The average enrollment was 40,805, or 0.36 per cent above that of the previous year.

The average number of pupils in daily attendance was 38,038.

## TEACHERS.

There were employed 1,371 teachers, as follows:

	Males.	Females.	Total.
First eight divisions.....	109	816	925
Ninth, tenth, and eleventh divisions.....	64	382	446
Total.....	173	1,198	1,371
Number of white teachers.....	94	831	925
Number of colored teachers.....	79	367	446
Total.....	173	1,198	1,371
City schools:			
White.....	82	744	826
Colored.....	64	316	380
Total.....	146	1,060	1,206
County schools:			
White.....	12	87	99
Colored.....	15	51	66
Total.....	27	138	165

Teachers were distributed as follows:

	White.	Colored.	Total.
Supervising principals.....	8	3	11
Director of high schools.....	1	0	1
Director of manual training schools.....	1	0	1
Director of primary work.....	1	0	1
Assistant directors of primary work.....	1	1	2
Normal schools.....	10	7	17
High schools.....	107	25	132
Manual training schools.....	27	24	51
Grammar schools.....	270	103	373
Primary schools.....	367	219	586
Assistants to principals.....	12	6	18
Kindergartens.....	48	22	70
Music.....	10	6	16
Drawing.....	7	7	14
Manual training in grades.....	14	4	18
Cooking.....	14	5	19
Sewing.....	19	10	29
Physical training.....	6	4	10
Librarian.....	1	0	1
Assistant.....	1	0	1
Total.....	925	446	1,371

The day schools cost—

Officers.....	\$18,130.00
Teachers and supervisors.....	918,002.10
Kindergarten instruction.....	<sup>a</sup> 29,989.01
Janitors and care of buildings and grounds.....	79,230.37
Rent of school buildings and repair shop.....	14,131.50
Industrial instruction, including manual training, cooking, and sewing.....	14,957.93
Fuel.....	45,000.00
Contingent expenses, including printing, etc.....	35,000.00
Purchase of pianos.....	2,500.00
Repairing school furniture.....	2,999.34

<sup>a</sup>Includes \$2,103.32 paid for materials, etc.

Free text-books and supplies .....	\$52,485.39
Flags .....	998.47
Repairs and improvements to school buildings and grounds .....	55,000.00
Repairs to and changes in plumbing .....	24,911.11
Repairing and renewing heating and ventilating apparatus .....	12,000.00
New buildings and grounds .....	234,944.00
Total .....	1,540,279.22

There were enrolled in the night schools 1,843 persons, of whom 940 are white and 903 colored, who were taught by 52 teachers, 30 white and 22 colored. There were 14 male teachers, 9 white and 5 colored; and 38 female teachers, 21 white and 17 colored.

The night schools cost—

For teachers .....	\$5,434.00
For janitors .....	561.25
For contingent expenses .....	498.72
Total .....	6,493.97

The night schools were in session 48 nights.

School.	Whole enrollment.			Average enrollment.	Average attendance.	Per cent of attendance.	Number of nights open.	Number of teachers.
	Male.	Female.	Total.					
<b>WHITE.</b>								
Business night high .....	137	112	249	170	146	85.8	48	6
Franklin .....	159	68	227	172	136	79	48	6
Gales .....	142	57	199	185	150	80.8	48	6
Greenleaf <sup>a</sup> .....	142	123	265	161	133	82.3	48	<sup>b</sup> 12
Total .....	443	248	691	518	419	80.7	48	24
Total white .....	580	360	940	688	565	82	48	30
<b>COLORED.</b>								
Cook <sup>c</sup> .....	41	174	215	95	69	72.1	48	5
Randall <sup>c</sup> .....	131	304	435	231	176	76.1	48	8
Stevens <sup>d</sup> .....	124	129	253	180	138	76.9	48	<sup>e</sup> 9
Total colored .....	296	607	903	506	383	75.7	48	22
Grand total .....	876	907	1,843	1,194	948	79.3	48	52

<sup>a</sup> Including a manual training, a cooking, and a millinery school.

<sup>b</sup> Including director.

<sup>c</sup> Including a cooking school.

<sup>d</sup> Including a cooking school and a millinery school.

<sup>e</sup> Including assistant director.

The relative numbers of pupils enrolled in the different grades of our schools are shown by the following:

School.	White.	Colored.
Normal .....	94	76
High .....	2,102	571
Manual training .....	457	359
Grammar .....	11,801	3,856
Primary .....	17,331	10,322
Kindergarten .....	1,202	574
Total .....	32,987	15,758

The day schools were in session 174 days.

TABLE I.—*Showing attendance and cost of white and colored schools.*

	White.	Colored.	Total.
<b>Whole enrollment:</b>			
Normal schools.....	94	76	170
High schools.....	2,102	571	2,673
Manual training schools.....	457	359	816
Grammar and primary schools.....	29,132	14,178	43,310
Kindergartens.....	1,202	574	1,776
Total.....	32,987	15,758	48,745
Increase for the year.....	469	<sup>a</sup> 156	313
Per cent of increase.....	1.44	<sup>a</sup> 0.98	0.64
<b>Average enrollment:</b>			
Normal schools.....	92	75	167
High schools.....	1,818	530	2,348
Manual training schools.....	414	308	722
Grammar and primary schools.....	24,772	11,645	36,417
Kindergartens.....	788	363	1,151
Total.....	27,884	12,921	40,805
Increase for the year.....	229	<sup>a</sup> 82	147
Per cent of increase.....	0.82	<sup>a</sup> 0.63	0.36
<b>Average attendance:</b>			
Normal schools.....	89	74	163
High schools.....	1,721	504	2,225
Manual training schools.....	393	286	679
Grammar and primary schools.....	23,026	10,930	33,965
Kindergartens.....	689	317	1,006
Total.....	25,918	12,120	38,038
Increase for the year.....	128	86	42
Per cent of increase.....	0.49	0.70	0.11
<b>Whole enrollment:</b>			
Boys.....	16,148	6,984	23,082
Girls.....	16,839	8,824	25,663
Total.....	32,987	15,758	48,745
Whole enrollment in night schools.....	940	903	1,843
Grand total.....	33,927	16,661	50,588
<b>School buildings:<sup>b</sup></b>			
Owned <sup>c</sup> .....	81	41	122
Rented.....	12	2	14
Total.....	93	43	136
<b>School rooms:<sup>b</sup></b>			
Owned <sup>c</sup> .....	619	293	912
Rented.....	36	12	48
Total.....	655	305	960
<b>Number of teachers:</b>			
Males.....	94	79	173
Females.....	831	367	1,198
Total.....	925	446	1,371
Night schools.....	30	22	52
Grand total.....	955	468	1,423
Cost of tuition per pupil, including supervision, based on the average enrollment.....	\$23.72	\$23.00	\$23.40
Cost per pupil for all expenses, except repairs and permanent improvements, based on the average enrollment.....			29.73

<sup>a</sup> Decrease.<sup>b</sup> Not including high schools and abandoned buildings.<sup>c</sup> Includes Industrial Home and Orphans' Home, not owned.

TABLE II.—*Whole enrollment of pupils in the several kinds and grades of schools in the District of Columbia for the school year ending June 30, 1903.*

Grade.	White.	Colored.	Total.
Normal schools.....	94	76	170
High schools.....	2,102	571	2,673
Manual training schools.....	457	359	816
Total.....	2,653	1,006	3,659
Grammar schools, city:			
Eighth grade.....	2,130	498	2,628
Seventh grade.....	2,248	651	2,899
Sixth grade.....	2,785	911	3,696
Fifth grade.....	3,236	1,144	4,380
Total.....	10,399	3,204	13,603
Primary schools, city:			
Fourth grade.....	3,393	1,457	4,850
Third grade.....	3,439	1,829	5,268
Second grade.....	3,576	2,052	5,628
First grade.....	4,312	3,232	7,544
Total.....	14,720	8,570	23,290
County schools.....	4,013	2,404	6,417
Kindergartens:			
City.....	1,067	472	1,539
County.....	135	102	237
Total.....	1,202	574	1,776
Grand total.....	32,987	15,758	48,745

TABLE III.—*Whole enrollment of pupils, boys and girls, white and colored, in the District of Columbia, by grades, for the school year ending June 30, 1903.*

	Boys.	Girls.	Total.	Per cent.
Normal schools.....	14	156	170	0.35
High schools.....	875	1,798	2,673	5.48
Manual training schools.....	489	327	816	1.68
Eighth grade.....	1,223	1,755	2,988	6.13
Seventh grade.....	1,371	1,927	3,298	6.77
Sixth grade.....	1,828	2,429	4,257	8.73
Fifth grade.....	2,315	2,799	5,114	10.49
Fourth grade.....	2,848	2,903	5,751	11.80
Third grade.....	3,055	3,128	6,183	12.68
Second grade.....	3,391	3,295	6,636	13.66
First grade.....	4,738	4,325	9,063	18.59
Kindergarten.....	925	851	1,776	3.64
Total.....	23,082	25,663	48,745	100
SUMMARY.				
Normal, high, and manual training schools.....	1,378	2,281	3,659	7.51
Grammar schools.....	6,747	8,910	15,657	32.12
Primary schools.....	14,032	13,621	27,653	56.73
Kindergartens.....	925	851	1,776	3.64
Total.....	23,082	25,663	48,745	100

The whole number of schools below the high schools was as follows:

Grade.	White.	Colored.	Total.
<b>Grammar schools, city:</b>			
Eighth grade	47	12	59
Seventh grade	52	17	69
Sixth grade	61	23	84
Fifth grade	70	28	98
Total	230	80	310
<b>Primary schools, city:</b>			
Fourth grade	75	34	109
Third grade	77	42	119
Second grade	81	49	130
First grade	88	64	152
Total	321	189	510
<b>County schools:</b>			
<b>Kindergartens:</b>			
City	20	9	29
County	3	2	5
Grand total	672	342	1,014
Number of whole-day schools	407	180	587
Number of enforced half-day schools <sup>a</sup>	164	116	280
Number of not enforced half-day schools	78	36	113
Number of kindergartens	23	11	34
Total	672	342	1,014

<sup>a</sup> Number of half-day schools above the second grade, 62.

The average number of pupils to the school, based on the whole enrollment, was as follows:

	White.	Colored.	Total.
<b>High schools (to a teacher, excluding principals)</b>			
Manual-training schools (to a teacher, excluding principals)	18.2	16.0	17.0
<b>Grammar schools, city:</b>			
Eighth grade	45.3	41.5	44.5
Seventh grade	43.2	38.2	42.0
Sixth grade	46.6	35.2	44.0
Fifth grade	46.2	40.8	44.6
<b>Primary schools, city:</b>			
Fourth grade	45.2	42.8	44.4
Third grade	44.6	43.5	44.2
Second grade	44.1	41.8	43.2
First grade	49.0	50.5	49.6
County schools	40.9	30.8	40.1
<b>Kindergartens:</b>			
City	53.3	52.4	53.0
County	45.0	51.0	47.4

One thousand three hundred and seventy-one teachers were employed, as follows:

	White.	Colored.	Total.
<b>Supervising principal</b>			
Director of high schools	8	3	11
Director of manual-training schools	1	0	1
Director of primary work	1	0	1
Assistant director of primary work	1	1	2
Normal schools	10	7	17
High schools	107	25	132
Manual-training schools	27	24	51
Total	156	60	216

	White.	Colored.	Total.
Grammar schools, city:			
Eighth grade .....	47	12	59
Seventh grade .....	52	17	69
Sixth grade .....	61	23	84
Fifth grade .....	70	28	98
Total .....	230	80	310
Primary schools, city:			
Fourth grade .....	73	34	107
Third grade .....	75	39	114
Second grade .....	77	46	123
First grade .....	84	61	145
Total .....	309	180	489
Assistants to principals			
County schools .....	12	6	18
Kindergartens:			
City .....	98	62	160
County .....	42	18	60
Total .....	6	4	10
Total .....	48	22	70
Teachers of music .....	10	6	16
Teachers of drawing .....	7	7	14
Teachers of manual training in grades .....	14	4	18
Teachers of cooking .....	14	5	19
Teachers of sewing .....	19	10	29
Teachers of physical training .....	6	4	10
Librarian .....	1	0	1
Assistant .....	1	0	1
Grand total .....	925	446	1,371

The cost for members of the Board of Education, office force, supervision, and teaching was as follows:

	White.	Colored.	Total.
5 members of the Board of Education .....	\$2,120.00		\$2,120.00
2 members of the Board of Education .....		\$890.00	890.00
1 secretary .....	2,000.00		2,000.00
1 clerk .....	1,400.00		1,400.00
1 clerk .....		1,000.00	1,000.00
1 clerk .....	1,000.00		1,000.00
1 messenger .....	720.00		720.00
Total .....	7,240.00	1,890.00	9,130.00
Cost per pupil (estimated on the average enrollment) .....	.25	.14	.39
Supervision:			
1 superintendent .....	4,000.00		4,000.00
1 assistant superintendent .....	2,500.00		2,500.00
1 assistant superintendent .....		2,500.00	2,500.00
8 supervising principals .....	16,000.00		16,000.00
3 supervising principals .....		6,000.00	6,000.00
1 director of primary work .....	1,500.00		1,500.00
1 assistant director of primary work .....		1,100.00	1,100.00
1 assistant director of primary work .....	800.00		800.00
1 librarian .....	800.00		800.00
1 assistant .....	500.00		500.00
Total .....	26,100.00	9,600.00	35,700.00
Cost per pupil (estimated on the average enrollment) .....	.93	.74	.87
Tuition:			
Normal schools—			
1 principal .....	1,600.00		1,600.00
1 principal .....		1,600.00	1,600.00
9 teachers .....	8,875.00		8,875.00
6 teachers .....		5,400.00	5,400.00
Total .....	a 10,475.00	b 7,000.00	17,475.00
Cost per pupil (estimated on average enrollment) .....	46.49	32.48	40.20

<sup>a</sup>This includes the cost of teaching 12 practice schools, \$6,197.16.

<sup>b</sup>This includes the cost of teaching 9 practice schools, \$4,563.63.

	White.	Colored.	Total.
Tuition—Continued.			
High schools—			
1 director	\$2,500.00	-----	\$2,500.00
4 principals	6,400.00	-----	6,400.00
1 principal	-----	\$1,600.00	1,600.00
103 teachers	94,392.49	-----	94,392.49
24 teachers	-----	20,200.00	20,200.00
Total	103,292.49	21,800.00	125,092.49
Cost per pupil (estimated on average enrollment)	56.10	41.13	53.27
Manual-training schools—			
1 director	2,000.00	-----	2,000.00
1 principal	1,600.00	-----	1,600.00
1 principal	-----	1,600.00	1,600.00
14 teachers	21,225.00	-----	21,225.00
18 teachers	-----	17,748.71	17,748.71
Total	24,825.00	19,348.71	44,173.71
Cost per pupil (estimated on average enrollment)	59.96	62.82	61.18
Grammar schools, city—			
47 eighth, 52 seventh, 61 sixth, 70 fifth grade schools	190,575.00	-----	190,575.00
12 eighth, 17 seventh, 23 sixth, 28 fifth grade schools	-----	64,450.00	64,450.00
Total	190,575.00	64,450.00	255,025.00
Cost per pupil (estimated on average enrollment)	21.11	23.10	21.58
Primary schools, city—			
75 fourth, 77 third, 81 second, 88 first grade schools	166,946.09	-----	166,946.09
34 fourth, 42 third, 49 second, 64 first grade schools	-----	95,562.80	95,572.80
Total	166,946.09	95,562.80	262,508.89
Cost per pupil (estimated on average enrollment)	13.98	14.39	14.09
Assistant to principals—			
12 assistants	5,400.00	-----	5,400.00
6 assistants	-----	2,750.00	2,750.00
Total	5,400.00	2,750.00	8,150.00
Cost per pupil (estimated on average enrollment)	.21	.23	.22
Special teachers—			
10 music teachers, 7 drawing teachers, 6 teachers of physical training	17,651.67	-----	17,651.67
6 music teachers, 7 drawing teachers, 4 teachers of physical training	-----	12,850.00	12,850.00
Total	17,651.67	12,850.00	30,501.67
Cost per pupil (estimated on the average enrollment)	.63	.99	.74
Manual training in grade schools—			
Carpentry, 14; cooking, 14; sewing, 19	32,087.08	-----	32,087.08
Carpentry, 4; cooking, 5; sewing, 10	-----	12,265.00	12,265.00
Total	32,087.08	12,265.00	44,352.08
Cost per pupil (estimated on the average enrollment)	1.15	.94	1.08
County schools—			
98 teachers	64,911.43	-----	64,911.43
62 teachers	-----	39,111.83	39,111.83
Total	64,911.43	39,111.83	104,023.26
Cost per pupil (estimated on average enrollment)	19.54	20.59	19.94
Kindergartens—			
City	17,114.16	6,971.53	24,085.69
County	2,250.00	1,550.00	3,800.00
Total	19,364.16	8,521.53	27,885.69
Cost per pupil (estimated on average enrollment)—			
City	24.69	23.23	24.25
County	23.68	24.60	24.05
Total	24.57	23.47	24.22

<sup>a</sup>To be increased by the cost of teaching 12 practice schools, \$6,197.16.

<sup>b</sup>To be increased by the cost of teaching 9 practice schools, \$4,563.63.

## SUMMARY.

Total cost of Board of Education and office force.....	\$9,130.00
Total cost of instruction, including supervision.....	954,887.79
Whole number of pupils enrolled.....	48,745
Average number of pupils enrolled.....	40,805
Average number of pupils in daily attendance.....	38,038
Average cost of instruction, including supervision, estimated on—	

1. Whole enrollment.....	19.58
2. Average enrollment.....	23.40
3. Average attendance.....	25.10

## Janitors.

Total amount expended.....	79,230.37
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## Contingent expenses.

Total amount expended.....	35,000.00
Average amount per pupil (estimated on the average enrollment).....	.85

## Free text-books and supplies.

Total amount expended.....	52,485.39
Average amount per pupil (estimated on average enrollment).....	1.21

## Industrial instruction.

Total amount expended.....	14,957.93
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## Fuel.

Total amount expended.....	45,000.00
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## Rent.

Total amount expended.....	14,131.50
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## Flags.

Total amount expended.....	998.47
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## Furniture.

Total amount expended for repairs to school furniture.....	2,900.34
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## Pianos.

Total amount expended.....	2,500.00
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## Kindergartens.

Total amount expended (exclusive of salaries).....	2,103.32
Average amount per pupil (estimated on average enrollment).....	1.82

## SUMMARY.

Amount expended, grand total.....	1,213,424.11
Average cost per pupil (including all high, normal, and manual training schools) for all expenses except repairs and permanent improvements:	
1. On whole enrollment.....	24.89
2. On average enrollment.....	29.73
3. On average attendance.....	31.89

## Supervision.

One superintendent.....	4,000.00
One assistant superintendent.....	2,500.00
One assistant superintendent <sup>a</sup> .....	2,500.00
Eight supervising principals.....	16,000.00
Three supervising principals <sup>a</sup> .....	6,000.00
One director of primary work.....	1,500.00
One assistant director of primary work.....	1,100.00
One assistant director of primary work <sup>a</sup> .....	800.00
One librarian.....	800.00
One assistant.....	500.00

Total cost of supervision.....	35,700.00
Average cost per pupil (estimated on the average enrollment).....	.87

<sup>a</sup> Colored.

## NORMAL SCHOOLS.

	No. 1.	No. 2. <sup>a</sup>	Total.
Number of teachers trained.....	94	76	170
Average attendance.....	92	75	167
Number of teachers employed.....	10	7	17
Average salary.....	\$1,047.50	\$1,000.00	\$1,022.05

<sup>a</sup>Colored.

## HIGH SCHOOLS.

	Central.	Eastern.	Western.	Business.	M Street. <sup>a</sup>	Total.
Number of pupils enrolled (boys, 875; girls, 1,798).....	772	342	298	690	571	2,673
Average enrollment.....	693	292	262	571	530	2,348
Average attendance.....	657	281	245	538	504	2,225
Per cent of attendance.....	94.9	94.1	93.5	94.4	94.9	94.7
Average number of cases of tardiness per month.....	111.0	30.3	44.4	65.0	72.9	323.6
Number of teachers employed.....	46	21	15	25	25	132
Average salary paid.....	\$989.02	\$928.04	\$924.48	\$877.64	\$872.00	\$940.54
Cost of tuition per pupil (estimated on average enrollment).....	\$65.64	\$66.74	\$52.92	\$38.42	\$41.13	\$53.27

<sup>a</sup> Colored.

## MANUAL TRAINING SCHOOLS.

	McKinley.	Armstrong. <sup>a</sup>	Total.
Number of pupils enrolled (boys, 489; girls, 327).....	457	359	816
Average enrollment.....	414	308	722
Average attendance.....	393	286	679
Per cent of attendance.....	94.9	92.7	94.0
Average number of cases of tardiness per month.....	119.9	30.8	150.7
Number of teachers employed.....	27	24	51
Average salary paid.....	\$845.37	\$800.19	\$849.49
Cost of tuition per pupil (estimated on average enrollment).....	\$55.13	\$62.82	\$61.18

<sup>a</sup> Colored.

## GRAMMAR AND PRIMARY SCHOOLS.

	White.	Colored.	Total.
Number of pupils enrolled.....	29,132	14,178	43,310
Average enrollment.....	24,772	11,645	36,417
Average attendance.....	23,026	10,939	33,965
Per cent of attendance.....	92.9	93.9	92.9
Average number of cases of tardiness per month.....	2,574.6	729.5	3,304.1
Number of pupils dismissed.....	2	0	2
Number of corporal punishments.....	51	29	80
Number of teachers employed.....	649	328	977
Average salary paid.....	\$659.21	\$615.46	\$644.53
Average number of pupils to the teacher (estimated on the average enrollment).....	38.1	35.5	37.2
Cost of tuition per pupil (estimated on average enrollment).....	\$17.41	\$17.33	\$17.29

## KINDERGARTENS.

Number of pupils enrolled.....	1,202	574	1,776
Average enrollment.....	788	363	1,151
Average attendance.....	689	317	1,006
Per cent of attendance.....	87.4	87.3	87.4
Average number of cases of tardiness per month.....	96.7	27.8	124.5
Number of teachers employed.....	48	22	70
Average salary paid.....	\$403.42	\$887.34	\$398.36
Average number of pupils to the teacher (estimated on average enrollment).....	16.4	16.5	16.4
Cost of tuition per pupil (estimated on average enrollment).....	\$24.57	\$23.47	24.22

## SUMMARY.

Total cost of Board of Education and office force.....	\$9,130.00
Total cost of instruction, including supervision.....	954,887.79
Whole number of pupils enrolled .....	48,745
Average number of pupils enrolled .....	40,805
Average number of pupils in daily attendance.....	38,038

Average cost of instruction, including supervision, estimated on--	
1. Whole enrollment.....	19.58
2. Average enrollment.....	23.40
3. Average attendance.....	25.10

*Janitors.*

Total amount expended.....	79,230.37
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*Contingent expenses.*

Total amount expended.....	35,000.00
Average amount per pupil (estimated on the average enrollment).....	.85

*Free text-books and supplies.*

Total amount expended.....	52,485.39
Average amount per pupil (estimated on average enrollment).....	1.21

*Industrial instruction.*

Total amount expended.....	14,957.93
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*Fuel.*

Total amount expended.....	45,000.00
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*Rent.*

Total amount expended.....	14,131.50
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*Flags.*

Total amount expended.....	998.47
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*Furniture.*

Total amount expended for repairs to school furniture.....	2,999.34
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*Pianos.*

Total amount expended.....	2,500.00
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*Kindergartens.*

Total amount expended (exclusive of salaries).....	2,103.32
Average amount per pupil (estimated on average enrollment).....	1.82

## SUMMARY.

Amount expended, grand total.....	1,213,424.11
Average cost per pupil (including all high, normal, and manual training schools) for all expenses except repairs and permanent improvements:	

1. On whole enrollment .....	24.89
2. On average enrollment .....	29.73
3. On average attendance.....	31.89

*Supervision.*

One superintendent .....	4,000.00
One assistant superintendent .....	2,500.00
One assistant superintendent <sup>a</sup> .....	2,500.00
Eight supervising principals.....	16,000.00
Three supervising principals <sup>a</sup> .....	6,000.00
One director of primary work .....	1,500.00
One assistant director of primary work <sup>a</sup> .....	1,100.00
One assistant director of primary work .....	800.00
One librarian .....	800.00
One assistant .....	500.00

Total cost of supervision.....	35,700.00
Average cost per pupil (estimated on the average enrollment).....	.87

<sup>a</sup> Colored.

## NORMAL SCHOOLS.

	No. 1.	No. 2. <sup>a</sup>	Total.
Number of teachers trained.....	94	76	170
Average attendance.....	92	75	167
Number of teachers employed.....	10	7	17
Average salary.....	\$1,047.50	\$1,000.00	\$1,022.05

<sup>a</sup>Colored.

## HIGH SCHOOLS.

	Central.	Eastern.	Western.	Business.	M Street. <sup>a</sup>	Total.
Number of pupils enrolled (boys, 875; girls, 1,798).....	772	342	298	690	571	2,673
Average enrollment.....	693	292	262	571	530	2,348
Average attendance.....	657	281	245	538	504	2,225
Per cent of attendance.....	94.9	94.1	93.5	94.4	94.9	94.7
Average number of cases of tardiness per month.....	111.0	30.3	44.4	65.0	72.9	323.6
Number of teachers employed.....	46	21	15	25	25	132
Average salary paid.....	\$989.02	\$928.04	\$924.48	\$877.64	\$872.00	\$940.54
Cost of tuition per pupil (estimated on average enrollment).....	\$65.64	\$66.74	\$52.92	\$38.42	\$41.13	\$53.27

<sup>a</sup> Colored.

## MANUAL TRAINING SCHOOLS.

	McKinley.	Armstrong. <sup>a</sup>	Total.
Number of pupils enrolled (boys, 489; girls, 327).....	457	359	816
Average enrollment.....	414	308	722
Average attendance.....	393	286	679
Per cent of attendance.....	94.9	92.7	94.0
Average number of cases of tardiness per month.....	119.9	30.8	150.7
Number of teachers employed.....	27	24	51
Average salary paid.....	\$845.37	\$806.19	\$849.49
Cost of tuition per pupil (estimated on average enrollment).....	\$55.13	\$62.82	\$61.18

<sup>a</sup> Colored.

## GRAMMAR AND PRIMARY SCHOOLS.

	White.	Colored.	Total.
Number of pupils enrolled.....	29,132	14,178	43,310
Average enrollment.....	24,772	11,645	36,417
Average attendance.....	23,026	10,939	33,965
Per cent of attendance.....	92.9	93.9	92.9
Average number of cases of tardiness per month.....	2,574.6	729.5	3,304.1
Number of pupils dismissed.....	2	0	2
Number of corporal punishments.....	51	29	80
Number of teachers employed.....	649	328	977
Average salary paid.....	\$659.21	\$615.46	\$644.53
Average number of pupils to the teacher (estimated on the average enrollment).....	38.1	35.5	37.2
Cost of tuition per pupil (estimated on average enrollment).....	\$17.41	\$17.33	\$17.29

## KINDERGARTENS.

Number of pupils enrolled.....	1,202	574	1,776
Average enrollment.....	788	363	1,151
Average attendance.....	689	317	1,006
Per cent of attendance.....	87.4	87.3	87.4
Average number of cases of tardiness per month.....	96.7	27.8	124.5
Number of teachers employed.....	48	22	70
Average salary paid.....	\$403.42	\$387.34	\$398.36
Average number of pupils to the teacher (estimated on average enrollment).....	16.4	16.5	16.4
Cost of tuition per pupil (estimated on average enrollment).....	\$24.57	\$23.47	\$24.22

## SPECIAL TEACHERS.

	White.	Colored.	Total.
Music	10	6	16
Drawing	7	7	14
Physical training	6	4	10
Average salary paid:			
Music	\$721.16	\$816.66	\$756.66
Drawing	\$823.57	\$721.42	\$772.50
Physical training	\$779.16	\$725.00	\$757.50
Average cost per pupil for special tuition (estimated on the average enrollment)	\$0.63	\$0.99	\$0.74

TEACHERS OF MANUAL TRAINING.<sup>a</sup>

Carpentry	14	4	18
Cooking	14	5	19
Sewing	19	10	29
Average salary paid:			
Carpentry	\$843.57	\$681.25	\$776.72
Cooking	\$664.97	\$670.00	\$696.29
Sewing	\$606.71	\$619.00	\$610.94
Average cost per pupil for manual training (estimated on average enrollment)	\$1.15	\$0.94	\$1.08

<sup>a</sup>For grade schools.

## NIGHT SCHOOLS.

Number of nights open	48
Whole number of pupils enrolled	1,843
Average number of pupils enrolled	1,194
Average number of pupils in attendance	948
Per cent of attendance	79.3
Number of teachers, including principals and directors	52
Average salary paid	\$104.50
Cost of tuition per pupil (based on average enrollment)	\$4.55

TABLE IV<sup>1</sup>.—Whole enrollment of white pupils in the District of Columbia, by grades, for the school year ending June 30, 1903.

Grade.	Boys.	Girls.	Total.	Percent.
Normal school				
High school	1	93	94	0.28
Manual training school	755	1,347	2,102	6.37
Eighth grade	348	109	457	1.39
Seventh grade	1,036	1,347	2,383	7.23
Sixth grade	1,116	1,397	2,513	7.62
Fifth grade	1,435	1,738	3,173	9.62
Fourth grade	1,772	1,960	3,732	11.31
Third grade	2,042	1,942	3,984	12.08
Second grade	2,029	1,977	4,006	12.14
First grade	2,192	2,004	4,196	12.72
Kindergarten	2,772	2,373	5,145	15.60
	650	552	1,202	3.64
Total	16,148	16,839	32,987	100
SUMMARY.				
Normal, high, and manual training schools				
Grammar schools	1,104	1,549	2,653	8.04
Primary schools	5,359	6,442	11,801	35.78
Kindergartens	9,035	8,296	17,331	52.54
	650	552	1,202	3.64
Total	16,148	16,839	32,987	100

TABLE IV<sup>2</sup>.—*Whole enrollment of colored pupils in the District of Columbia, by grades, for the school year ending June 30, 1903.*

Grade.	Boys.	Girls.	Total.	Per cent.
Normal school	13	63	76	0.48
High school	120	451	571	3.63
Manual training school	141	218	359	2.27
Eighth grade	197	408	605	3.84
Seventh grade	255	530	785	4.98
Sixth grade	393	691	1,084	6.88
Fifth grade	543	839	1,382	8.77
Fourth grade	806	961	1,767	11.22
Third grade	1,026	1,151	2,177	13.82
Second grade	1,199	1,261	2,460	15.61
First grade	1,906	1,952	3,918	24.86
Kindergarten	275	299	574	3.64
<b>Total</b>	<b>6,934</b>	<b>8,824</b>	<b>15,758</b>	<b>100</b>
<b>SUMMARY.</b>				
Normal, high, and manual training schools	274	732	1,006	6.38
Grammar schools	1,388	2,468	3,856	24.47
Primary schools	4,997	5,325	10,322	65.51
Kindergartens	275	299	574	3.64
<b>Total</b>	<b>6,934</b>	<b>8,824</b>	<b>15,758</b>	<b>100</b>

*Owned and rented buildings used by the schools during the school year ending June 30, 1903.*

Division.	Buildings. <sup>a</sup>			Rooms. <sup>a</sup>		
	Owned.	Rented.	Total.	Owned. <sup>b</sup>	Rented.	Total.
First.....	12		12	108		108
Second.....	9	2	11	89	21	110
Third.....	9		9	82		82
Fourth.....	9	1	10	76	2	78
Fifth.....	c 13	1	14	81	3	84
Sixth.....	8	4	12	68	5	73
Seventh:						
White.....	10	2	12	56	3	59
Colored.....	d 9		9	36		36
Eighth:						
White.....	11	2	13	59	2	61
Colored.....	7		7	28		28
Ninth <sup>e</sup> .....	7	1	8	70	10	80
Tenth <sup>e</sup> .....	9	1	10	79	2	81
Eleventh <sup>e</sup> .....	9		9	80		80
Total.....	122	14	136	912	48	960
White.....	81	12	93	619	36	655
Colored.....	41	2	43	293	12	305
Total.....	122	14	136	912	48	960

*"Not including high schools, manual training schools, repair shop, and abandoned buildings.*

*b* These rooms are regular schoolrooms. Basement rooms not counted in this table.

<sup>c</sup> Including Industrial Home, not owned by the schools.

<sup>d</sup> Including Orphans' Home, not owned by the schools.  
<sup>e</sup> Colored.

*e* Colored.

*Free text-books and supplies.*

	Quantity.	Cost.
BOOKS.		
Aesop's Fables .....	516	\$126.85
Algebra, Wentworth's .....	672	599.20
Arithmetic:		
Cook and Croppsey's .....	1,404	759.35
Milne's Elements of .....	516	122.55
Milne's Standard .....	85	527.00
Rational Elementary .....	500	180.00
Arithmetic reader:		
Second grade .....	960	155.20
Third grade .....	1,680	331.60

*Free text-books and supplies—Continued.*

	Quantity.	Cost.
BOOKS—continued.		
Civil government:		
Fiske's	492	\$389.50
Judson's Young America	600	288.00
Christmas Carol	288	57.60
Copy books:		
Normal series—		
Book C	6,720	330.38
Book No. 2	120	7.95
Book No. 3	6,240	413.40
Book No. 4	6,120	405.45
Book No. 5	5,280	349.80
Book No. 6	4,580	310.05
Williams & Tilford—		
Book No. 3	300	18.60
Book No. 4	300	18.60
Book No. 5	400	20.80
Writing tablets, Cadmus	1,200	180.00
Dictionary:		
Webster's High School	1,440	1,122.00
Worcester's Comprehensive	2,160	2,048.40
Essentials of Health, Stowell's	96	67.12
Evangeline	720	78.00
Geography:		
Adams's Elementary Commercial	600	498.00
Frye's Complete	660	595.05
Frye's Primary	540	257.85
Redway's Natural Advanced	384	269.74
Redway's Natural Elementary	960	766.90
Tarbell's Complete	200	160.00
Tarbell's Inductive	600	354.00
Grammar:		
Buchler's	480	230.00
Mother Tongue	720	258.00
Wheeler's	324	104.49
Guild Alphabet Folio	240	60.00
Hans Andersen Stories	360	112.50
History:		
Fiske's	168	133.00
Johnston's	360	296.40
McMaster's School	540	429.30
Montgomery's American	984	785.56
Montgomery's Beginners'	444	212.38
The Origin and Government of the District of Columbia	3,600	360.00
Various Forms of Governments of the District of Columbia	3,210	448.00
Irving, Warner, and Whittier	252	102.90
Merchant of Venice	41	8.52
Miles Standish	504	56.70
Music Reader, Modern Music Series:		
Primer	6,600	1,369.50
First	648	161.46
Second	396	131.67
Third	3,090	1,284.93
Nature Study and Life	200	236.00
Old Greek Stories	360	127.80
Readers:		
Merrill's Graded Literature—		
First	1,392	276.40
Second	1,980	633.60
Third	1,476	531.36
Fourth	444	177.60
Fifth	408	163.20
Sixth	4,332	1,732.80
Stepping Stones to Literature—		
Primer, Arnold's	6,050	1,477.21
First	240	59.80
Second	780	259.35
Third	768	319.36
Fourth	324	161.73
Fifth	5,208	2,599.66
Silas Marner	41	8.52
Supplementary readers:		
Dog of Flanders	3,500	507.50
Ivanhoe	41	8.52
Lady of the Lake	36	7.48
Lakeside Classics, No. 46	120	14.40
Last of the Mohicans	41	8.52
Marmion	36	7.48
Sketch Book	41	8.52
Stevenson's Treasure Island	41	8.52
Stories of Bird Life	1,080	224.60
The Deerslayer	200	90.00
Twice Told Tales	41	8.52
	36	7.48

*Free text-books and supplies—Continued.*

		Quantity.	Cost.
BOOKS—continued.			
Word Analysis, Swinton's		540	\$122.85
Word and Sentence Book, Merrill's		1,938	394.06
Writing in English		3,050	1,738.50
<b>Total</b>			<b>30,273.12</b>
SUPPLIES.			
Beans	bushels	84	19.59
Bean bags		692	41.52
Blackboard erasers	dozen	400	140.00
Blackboard pointers	do	30	33.00
Cardboard	sheets	7,900	98.75
Chalk crayons	gross	7,400	325.60
Clay	barrels	186	176.70
Club holders, Indian	pairs	100	10.05
Crayons—			
Dixon's Best Brown	boxes	522	261.00
Dixon's Solid, No. 1529	sets	3,244	389.28
Compasses	dozen	12	14.40
Drawing tablets		29,211	236.30
Dumb-bells and holders, complete	pairs	48	18.49
"Easy Sign Marker"	sets	13	22.62
Ink, black, Carter's	quarts	4,500	630.00
Gelatin	pounds	100	38.00
Glycerin, commercially pure	do	300	52.50
Glue, Le Page's	1-pint cans	370	62.90
Hekto graph pans		100	38.00
Maps to use with Redway's Geography		1,500	150.00
Measures:			
Dry	sets	37	31.45
Liquid	do	37	12.95
Mucilage, Carter's	pints	200	54.00
Paint brushes	gross	100	225.00
Paint boxes, Prang's, No. 1	dozen	85	153.00
Paints	cakes	8,800	239.00
Paper:			
Blocks		86,000	2,666.00
Composition, No. 1	packages	24,412	1,220.60
Composition, No. 2	do	20,834	1,041.70
Composition, No. 3	do	30,856	1,542.80
Drawing	reams	948	694.80
Examination	do	3,665	2,638.80
Hekto graph, cap size	blocks	48	34.56
Practice	packages	34,817	1,566.77
Wrapping, jute, manila	reams	283 $\frac{1}{2}$	532.50
Pencils:			
Drawing	gross	500	833.00
Washington public schools	do	500	588.00
Penholders	do	150	123.54
Penholder attachment, "Morning Glory"	do	10	36.00
Pens, Esterbrook's	do	5,700	311.00
Rubbers, small, Dixon's, No. 60	pounds	500	270.00
Rulers, plain edge	dozen	400	88.00
Squares, Prang's	do	55	44.00
Wands	do	10	7.40
<b>Total</b>			<b>18,733.57</b>
ADDITIONAL EXPENSES.			
Salary of clerk in office of property clerk of the District of Columbia		1,168.00	
Salary of custodian		1,000.62	
Salary of assistant custodian		600.08	
Hauling		709.00	
Drayage		1.00	
<b>Total</b>			<b>3,478.70</b>
<b>Grand total</b>			<b>52,485.39</b>

The number of pupils enrolled in the eight grades that were supplied with free books was 43,310, making the cost per pupil for all books, supplies, and miscellaneous expenses \$1.121, and the cost for books alone, \$0.699.

The cost of books was distributed as follows:

Grade.	Number of pupils.	Total cost.	Average cost per pupil.
First	9,063	\$2,379.33	\$0.263
Second	6,656	2,166.82	.326
Third	6,183	2,388.91	.386
Fourth	5,751	2,609.34	.454
Fifth	5,114	5,335.15	1.043
Sixth	4,257	4,136.60	.972
Seventh	3,298	3,629.29	1.000
Eighth	2,988	7,627.69	2.533
Total	43,310	30,273.12	.699

The cost of supplies and miscellaneous items was distributed as follows:

Grade.	Number of pupils.	Total cost.	Average cost per pupil.
First	9,063	\$4,378.24	\$0.483
Second	6,656	3,455.59	.519
Third	6,183	3,700.34	.588
Fourth	5,751	1,928.53	.335
Fifth	5,114	2,755.67	.539
Sixth	4,257	2,462.81	.578
Seventh	3,298	1,809.72	.549
Eighth	2,988	1,721.37	.576
Total	43,310	22,212.27	.513

The cost of books, supplies, and miscellaneous items was distributed as follows:

Grade.	Number of pupils.	Total cost.	Average cost per pupil.
First	9,063	\$6,757.57	\$0.746
Second	6,056	5,622.41	.845
Third	6,183	6,089.25	.984
Fourth	5,751	4,537.87	.789
Fifth	5,114	8,090.82	1.582
Sixth	4,257	6,599.41	1.550
Seventh	3,298	5,459.00	1.649
Eighth	2,988	9,349.06	3.120
Total.	43,310	52,485.39	1.212

*Cost of all free text-books and supplies, including miscellaneous expenses, by grades, for each year.*

Year.	Number of pupils.	Total cost.	Average cost per pupil.	Year.	Number of pupils.	Total cost.	Average cost per pupil.
<b>FIRST GRADE.</b>							
1892	8,005	\$5,748.33	\$0.718	1892	5,814	\$3,385.01	\$0.582
1893	8,076	2,163.90	.268	1893	5,904	1,883.16	.318
1894	8,446	3,175.17	.375	1894	6,014	2,738.26	.455
1895	8,148	3,464.01	.425	1895	5,921	3,060.98	.517
1896	8,472	4,254.93	.502	1896	6,069	4,740.98	.779
1897	8,475	3,889.95	.459	1897	6,196	5,331.27	.859
1898	8,949	5,573.50	.623	1898	6,472	6,302.34	.987
1899	8,849	4,261.17	.481	1899	6,310	4,506.57	.728
1900	8,849	5,124.37	.578	1900	6,067	5,235.27	.872
1901	9,036	3,745.94	.414	1901	6,336	4,328.63	.683
1902	9,415	5,196.10	.551	1902	6,538	4,738.92	.722
1903	9,063	6,757.57	.746	1903	6,656	5,622.41	.845

*Cost of all free text-books and supplies, etc.—Continued*

Year.	Num- ber of pupils.	Total cost.	Average cost per pupil.	Year.	Num- ber of pupils.	Total cost.	Average cost per pupil.
<b>THIRD GRADE.</b>							
1892	5,390	\$6,480.37	\$1.202	1902	5,043	\$7,971.77	\$1.582
1893	5,223	2,555.83	.489	1903	5,114	8,090.82	1.582
1894	5,153	2,651.40	.514				
1895	5,608	5,903.89	1.053	<b>FOURTH GRADE— continued.</b>			
1896	5,687	3,857.10	.678	1893	3,548	15,407.45	4.342
1897	5,808	3,737.62	.643	1894	3,598	2,922.79	.815
1898	5,761	4,602.52	.798	1895	3,945	2,806.37	.711
1899	6,053	4,937.73	.815	1896	3,900	7,804.70	2.001
1900	6,130	6,521.82	1.063	1897	3,767	4,775.78	1.267
1901	5,906	6,089.11	1.031	1898	4,021	7,223.02	1.796
1902	6,024	6,386.53	1.060	1899	3,991	6,923.13	-1.734
1903	6,183	6,089.25	.984	1900	4,028	5,619.93	1.365
<b>FOURTH GRADE.</b>							
1892	4,877	9,165.19	1.879	<b>SEVENTH GRADE.</b>			
1893	5,011	2,549.24	.508	1894	2,986	15,738.94	5.271
1894	4,776	2,460.98	.515	1895	3,145	3,735.79	1.208
1895	4,725	3,179.00	.673	1896	3,199	4,342.00	1.357
1896	5,055	3,619.89	.716	1897	3,179	4,263.37	1.341
1897	5,150	6,840.81	1.329	1898	3,163	3,927.03	1.241
1898	5,426	5,485.45	1.010	1899	3,272	5,111.45	1.562
1899	5,375	5,536.40	1.030	1900	3,322	4,173.68	1.255
1900	5,510	5,001.91	.907	1901	3,291	5,082.39	1.544
1901	5,819	8,285.41	1.423	1902	3,224	4,876.39	1.512
1902	5,745	6,019.45	1.047	1903	3,298	5,459.00	1.649
1903	5,751	4,537.87	.789	<b>EIGHTH GRADE.</b>			
<b>FIFTH GRADE.</b>							
1893	4,357	9,835.50	2,257	1894	2,570	14,594.87	5.678
1894	4,602	3,037.87	.660	1895	2,685	3,497.87	1.274
1895	4,538	3,906.63	.874	1896	2,658	3,229.53	1.211
1896	4,404	3,008.22	.681	1897	2,731	3,858.04	1.412
1897	4,656	5,165.63	1.09	1898	2,802	2,675.06	.925
1898	4,743	4,117.65	.868	1899	2,747	3,210.32	1.168
1899	4,809	5,686.24	1.184	1900	2,863	3,479.52	1.218
1900	4,881	7,285.50	1.492	1901	2,888	4,600.31	1.613
1901	4,903	6,276.53	1.280	1902	2,904	4,514.42	1.554
				1903	2,988	9,349.06	3.129

*Cost of free text-books, by grades, for each year.*

Year.	Number of pupils.	Total cost.	Average cost per pupil.	Year.	Number of pupils.	Total cost.	Average cost per pupil.
<b>FIRST GRADE.</b>							
1892	8,005	\$3,954.95	\$0.494	1892	5,300	\$4,209.92	\$0.781
1893	8,076	134.84	.017	1893	5,223	207.24	.040
1894	8,446	501.36	.059	1894	5,153	507.56	.098
1895	8,148	744.94	.091	1895	5,608	3,767.94	.672
1896	8,472	985.45	.116	1896	5,687	1,421.96	.250
1897	8,475	768.39	.091	1897	5,808	1,067.78	.189
1898	8,949	1,797.21	.201	1898	5,761	1,608.65	.279
1899	8,849			1899	6,053	1,727.46	.285
1900	8,849	366.17	.041	1900	6,130	2,245.35	.360
1901	9,036	1,640.34	.181	1901	5,906	2,616.99	.443
1902	9,415	2,032.33	.215	1902	6,024	3,030.04	.503
1903	9,063	2,379.33	.263	1903	6,185	2,388.91	.396
<b>SECOND GRADE.</b>							
1892	5,814	1,793.70	.308	1892	4,877	7,670.16	1.573
1893	5,904	48.65	.008	1893	5,011	249.87	.049
1894	6,014	498.28	.082	1894	4,776	489.27	.102
1895	5,921	1,221.36	.206	1895	4,725	1,301.34	.273
1896	6,066	1,287.34	.211	1896	5,055	1,673.12	.330
1897	6,196	1,736.20	.280	1897	5,150	3,758.42	.726
1898	6,472	2,518.52	.389	1898	5,426	2,802.37	.516
1899	6,310	612.50	.097	1899	5,375	2,685.84	.500
1900	6,067	1,657.48	.273	1900	5,510	2,850.00	.517
1901	6,336	2,638.47	.416	1901	5,819	7,009.18	1.204
1902	6,558	2,505.45	.391	1902	5,745	4,553.35	.792
1903	6,656	2,166.82	.326	1903	5,751	2,609.34	.454
<b>THIRD GRADE.</b>							
1892				1892	5,300	\$4,209.92	\$0.781
1893				1893	5,223	207.24	.040
1894				1894	5,153	507.56	.098
1895				1895	5,608	3,767.94	.672
1896				1896	5,687	1,421.96	.250
1897				1897	5,808	1,067.78	.189
1898				1898	5,761	1,608.65	.279
1899				1899	6,053	1,727.46	.285
1900				1900	6,130	2,245.35	.360
1901				1901	5,906	2,616.99	.443
1902				1902	6,024	3,030.04	.503
1903				1903	6,185	2,388.91	.396
<b>FOURTH GRADE.</b>							
1892				1892	4,877	7,670.16	1.573
1893				1893	5,011	249.87	.049
1894				1894	4,776	489.27	.102
1895				1895	4,725	1,301.34	.273
1896				1896	5,055	1,673.12	.330
1897				1897	5,150	3,758.42	.726
1898				1898	5,426	2,802.37	.516
1899				1899	5,375	2,685.84	.500
1900				1900	5,510	2,850.00	.517
1901				1901	5,819	7,009.18	1.204
1902				1902	5,745	4,553.35	.792
1903				1903	5,751	2,609.34	.454

*Cost of free text-books, by grades, for each year—Continued.*

Year.	Number of pupils.	Total cost.	Average cost per pupil.	Year.	Number of pupils.	Total cost.	Average cost per pupil.
<b>FIFTH GRADE.</b>							
1893	4,657	\$6,684.67	\$1.533	1894	2,986	\$14,108.90	\$4.725
1894	4,602	346.50	.075	1895	3,145	2,300.78	.744
1895	4,538	2,255.35	.497	1896	3,199	3,145.02	.983
1896	4,404	909.88	.207	1897	3,179	2,656.18	.835
1897	4,636	2,982.28	.643	1898	3,163	2,223.31	.703
1898	4,743	1,925.77	.406	1899	3,272	3,160.31	.966
1899	4,809	2,767.70	.575	1900	3,322	2,403.11	.723
1900	4,881	4,727.75	.968	1901	3,291	3,914.36	1.189
1901	4,903	4,565.64	.931	1902	3,224	3,326.73	1.032
1902	5,043	5,580.29	1.107	1903	3,298	3,629.28	1.100
1903	5,114	5,335.15	1.043				
<b>SIXTH GRADE.</b>							
1893	3,548	12,796.60	3.606	1894	2,570	13,143.70	5.114
1894	3,508	768.74	.216	1895	2,685	1,663.81	.608
1895	3,945	1,334.56	.338	1896	2,658	2,094.15	.787
1896	3,900	5,961.83	1.528	1897	2,731	2,588.38	.948
1897	3,767	2,891.50	.767	1898	2,892	1,063.26	.378
1898	4,021	5,303.16	1.327	1899	2,747	1,584.53	.576
1899	3,991	4,471.57	1.120	1900	2,863	1,959.47	.688
1900	4,028	3,509.00	.871	1901	2,888	3,636.12	1.259
1901	4,095	4,902.26	1.197	1902	2,904	2,871.09	.989
1902	4,166	2,959.38	.710	1903	2,988	7,627.68	2.553
1903	4,257	4,136.60	.972				

*Cost of free supplies and of miscellaneous expenses, by grades, for each year.*

Year.	Number of pupils.	Total cost.	Average cost per pupil.	Year.	Number of pupils.	Total cost.	Average cost per pupil.
<b>FIRST GRADE.</b>							
1892	8,005	\$1,793.00	\$0.224	1892	4,877	\$1,495.03	\$0.306
1893	8,076	2,029.06	.251	1893	5,011	2,269.37	.459
1894	8,446	2,674.81	.316	1894	4,776	1,971.71	.413
1895	8,148	2,719.07	.334	1895	4,725	1,877.66	.398
1896	8,472	3,269.48	.386	1896	5,035	1,946.77	.385
1897	8,475	3,121.56	.368	1897	5,150	3,102.39	.602
1898	8,949	3,776.29	.422	1898	5,426	2,683.08	.494
1899	8,849	4,261.17	.481	1899	5,375	2,850.76	.530
1900	8,849	4,758.20	.537	1900	5,500	2,151.91	.390
1901	9,036	2,105.60	.233	1901	5,819	1,275.23	.219
1902	9,415	3,163.77	.336	1902	5,745	1,466.10	.255
1903	9,063	4,378.24	.483	1903	5,751	1,928.53	.335
<b>SECOND GRADE.</b>							
1892	5,814	1,591.31	.274			<b>FIFTH GRADE.</b>	
1893	5,904	1,834.51	.310	1893	4,657	3,150.83	.724
1894	6,014	2,239.98	.372	1894	4,602	2,691.37	.585
1895	5,921	1,839.62	.311	1895	4,538	1,711.28	.377
1896	6,099	3,453.64	.564	1896	4,404	2,098.34	.476
1897	6,196	3,597.07	.580	1897	4,656	2,172.37	.466
1898	6,472	3,873.82	.598	1898	4,743	2,191.88	.462
1899	6,310	3,984.07	.631	1899	4,809	2,928.54	.609
1900	6,067	3,635.79	.559	1900	4,881	2,557.75	.524
1901	6,336	1,690.16	.267	1901	4,903	1,710.89	.349
1902	6,558	2,173.47	.331	1902	5,043	2,391.48	.475
1903	6,056	3,455.59	.519	1903	5,114	2,755.67	.539
<b>THIRD GRADE.</b>							
1892	5,300	2,270.45	.421			<b>SIXTH GRADE.</b>	
1893	5,223	2,348.59	.449	1893	3,548	2,610.85	.726
1894	5,153	2,143.84	.416	1894	3,598	2,154.05	.599
1895	5,608	2,135.95	.381	1895	3,945	1,471.81	.373
1896	5,687	2,435.14	.428	1896	3,900	1,842.87	.472
1897	5,808	2,639.84	.454	1897	3,767	1,884.28	.500
1898	5,761	2,983.87	.519	1898	4,021	1,887.44	.469
1899	6,033	3,210.27	.530	1899	3,991	2,451.56	.614
1900	6,130	4,276.47	.697	1900	4,028	2,110.93	.524
1901	5,906	3,473.12	.588	1901	4,005	1,608.47	.392
1902	6,024	3,356.49	.557	1902	4,166	2,295.31	.531
1903	6,183	3,700.34	.598	1903	4,257	2,462.81	.578

*Cost of free supplies and of miscellaneous expenses, etc.—Continued.*

Year.	Number of pupils.	Total cost.	Average cost per pupil.	Year.	Number of pupils.	Total cost.	Average cost per pupil.
<b>SEVENTH GRADE.</b>							
1894	2,986	\$1,630.04	\$0.546	1894	2,570	\$1,451.17	\$0.564
1895	3,145	1,435.01	.464	1895	2,685	1,834.04	.670
1896	3,199	1,196.98	.374	1896	2,658	1,135.38	.427
1897	3,179	1,607.24	.505	1897	2,731	1,269.66	.465
1898	3,163	1,703.72	.538	1898	2,882	1,581.80	.547
1899	3,272	1,951.14	.596	1899	2,747	1,625.79	.592
1900	3,322	1,770.57	.532	1900	2,863	1,520.05	.530
1901	3,291	1,168.03	.355	1901	2,888	1,024.19	.354
1902	3,224	1,549.66	.480	1902	2,904	1,643.33	.565
1903	3,298	1,809.72	.549	1903	2,988	1,721.37	.576

TABLE V.—*Growth of the schools since the year 1880.*

School year ending June 30—	Average number of pupils enrolled.					
	First eight divisions.		Ninth, tenth, and eleventh divisions.		Total.	
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.
1880	15,027		6,573		21,600	
1881	15,494	3.10	6,567	0.09	22,061	2.13
1882	16,063	3.60	6,763	2.98	22,826	3.46
1883	16,524	2.80	7,070	4.53	23,594	3.36
1884	16,642	.71	7,225	2.19	23,867	1.11
1885	17,468	4.90	7,689	6.42	25,157	5.40
1886	18,720	7.10	8,191	6.52	26,911	6.97
1887	19,285	3.00	8,448	3.13	27,733	3.05
1888	19,762	2.40	8,791	4.06	28,553	2.95
1889	20,477	3.60	9,088	3.37	29,565	3.54
1890	21,077	2.90	9,289	2.21	30,366	2.70
1891	21,599	2.60	9,702	4.25	31,301	3.07
1892	22,264	3.00	9,942	2.47	32,206	2.89
1893	22,395	.59	10,097	1.56	32,492	.89
1894	23,483	4.85	10,141	.43	33,624	3.48
1895	23,798	1.32	10,046	a.94	33,844	.65
1896	24,347	2.26	10,296	2.48	34,643	2.36
1897	25,261	3.75	10,420	1.20	35,681	2.99
1898	26,243	3.88	10,578	1.51	36,821	3.19
1899	26,742	1.90	10,171	a3.84	36,913	.25
1900	27,637	3.34	10,474	2.97	38,111	3.24
1901	28,741	3.99	10,660	1.77	39,401	3.38
1902	29,648	3.15	11,010	3.29	40,658	3.19
1903	29,846	.66	10,950	a.46	40,805	.36

aDecrease.

TABLE VI.—*Average enrollment of pupils in the white and colored schools and the number of teachers employed for each year since 1880.*

School year ending June 30—	Average enrollment.				Teachers.	
	First eight divisions.		Ninth, tenth, and eleventh divisions.		Whole number em- ployed.	Increase.
	Number.	Per cent of increase.	Number.	Per cent of increase.		
1880	15,027		6,573		21,600	
1881	15,494	3.10	6,567	<sup>a</sup> 0.09	22,061	2.13
1882	16,063	3.60	6,763	2.98	22,826	3.46
1883	16,524	2.80	7,070	4.53	23,594	3.36
1884	16,642	.71	7,225	2.19	23,867	1.11
1885	17,468	4.90	7,689	6.42	25,157	5.40
1886	18,720	7.10	8,191	6.52	26,911	6.97
1887	19,285	3.00	8,448	3.13	27,733	3.05
1888	19,762	2.40	8,791	4.06	28,553	2.95
1889	20,477	3.60	9,088	3.37	29,565	3.54
1890	21,077	2.90	9,289	2.21	30,366	2.70
1891	21,599	2.60	9,702	4.25	31,301	3.07
1892	22,364	3.00	9,942	2.47	32,206	2.89
1893	22,395	.59	10,067	1.56	32,492	.89
1894	23,483	4.85	10,141	.43	33,624	3.48
1895	23,798	1.32	10,046	<sup>a</sup> .94	33,844	.65
1896	24,347	2.26	10,296	2.48	34,643	2.36
1897	25,261	3.75	10,420	1.20	35,681	1,031
1898	26,243	3.88	10,578	1.51	36,821	1,171
1899	26,742	1.90	10,171	<sup>a</sup> 3.84	36,913	1,107
1900	27,637	3.34	10,474	2.95	38,111	3.24
1901	28,741	3.99	10,660	1.77	39,401	3.38
1902	29,648	3.15	11,010	3.29	40,658	3.19
1903	29,846	.66	10,959	<sup>a</sup> .46	40,805	.36

<sup>a</sup> Decrease.<sup>b</sup> Includes kindergarten teachers.TABLE VII.—*Average enrollment of pupils, the number of teachers employed, the cost of tuition, and rates of increase for each year since 1880.*

School year ending June 30—	Average enrollment.		Teachers.		Cost (excluding rent and permanent improvements).	
	Total.	Per cent of increase.	Number em- ployed.	Increase.	Per pupil (based on average enrollment).	Aggregate amount.
1880	21,600		434		\$16.95	\$366,199.51
1881	22,061	2.13	461	27	17.28	381,314.19
1882	22,826	3.46	485	24	17.44	308,254.54
1883	23,594	3.36	505	20	17.58	419,384.60
1884	23,867	1.11	525	20	18.22	435,032.79
1885	25,157	5.40	555	30	18.66	469,550.51
1886	26,911	6.97	595	40	17.76	477,993.67
1887	27,733	3.05	620	25	19.11	500,194.01
1888	28,533	2.95	654	34	19.11	545,717.71
1889	29,565	3.54	693	39	20.11	594,774.73
1890	30,366	2.70	745	52	21.58	655,310.08
1891	31,301	3.07	795	50	21.44	671,124.08
1892	32,206	2.89	845	50	22.49	724,521.93
1893	32,492	.89	895	50	23.93	776,616.53
1894	33,624	3.48	942	47	24.56	825,092.84
1895	33,844	.65	991	49	24.78	838,757.60
1896	34,643	2.36	1,031	40	25.23	882,273.18
1897	35,681	2.99	1,071	40	26.03	913,595.79
1898	36,821	3.19	1,107	56	26.07	959,804.34
1899	36,913	.25	<sup>a</sup> 1,159	52	27.13	988,415.26
1900	38,111	3.24	<sup>a</sup> 1,226	67	27.87	1,062,174.74
1901	39,401	3.38	<sup>a</sup> 1,283	57	27.70	1,081,527.38
1902	40,658	3.19	<sup>a</sup> 1,323	40	29.68	1,206,742.17
1903	40,805	.36	<sup>a</sup> 1,371	48	29.39	1,199,292.61

<sup>a</sup> Includes kindergarten teachers.<sup>b</sup> Decrease.

(b)

TABLE VIII.—*Whole enrollment of pupils in white and colored schools, the number of teachers employed, and the cost of tuition for each year since 1880.*

School year ending June 30—	Whole enrollment.				Teachers.	Cost (excluding rent and permanent improvements).		
	First eight divisions.		Ninth, tenth, and eleventh divisions.			Per pupil (based on whole enrollment).		
	Number.	Percent of increase.	Number.	Percent of increase.	Total.	Aggregate amount.	Percent of increase.	
1880—	18,378		8,061		26,439	\$13.85	\$366,199.51	
1881—	19,153	4.21	8,146	1.05	27,299	13.96	381,314.19	4.12
1882—	19,631	a. 63	8,289	1.75	27,820	14.57	398,254.54	4.44
1883—	19,836	4.22	8,710	5.07	28,546	14.59	419,594.60	5.35
1884—	21,221	6.98	9,167	5.24	30,388	14.31	435,032.79	5.67
1885—	21,267	.21	9,588	4.70	30,865	15.21	469,550.51	7.93
1886—	22,198	4.37	10,138	5.62	32,336	14.78	477,993.67	1.79
1887—	23,073	3.94	10,345	2.04	33,418	15.23	509,194.01	6.52
1888—	23,810	3.19	11,040	6.71	34,850	15.65	545,717.71	7.17
1889—	24,504	3.29	11,170	1.17	35,764	16.62	584,774.73	8.98
1890—	25,468	3.55	11,438	2.39	36,906	17.75	635,310.08	10.17
1891—	26,254	3.47	12,132	6.07	38,386	17.48	671,124.08	2.41
1892—	27,388	3.96	12,280	1.21	39,678	18.26	724,521.93	7.95
1893—	27,435	.14	12,329	.39	39,764	19.53	756,616.33	7.19
1894—	28,445	3.68	12,233	a. 78	40,678	20.30	825,992.84	6.36
1895—	29,078	2.22	12,479	2.01	41,557	20.18	838,757.60	1.54
1896—	29,588	1.75	12,876	3.26	42,464	20.59	882,273.18	5.18
1897—	30,141	1.87	12,854	1.17	42,995	21.60	913,595.79	3.56
1898—	31,723	5.24	12,975	.94	44,698	21.47	959,804.34	5.05
1899—	32,766	3.28	12,794	a. 39	45,500	21.98	988,415.26	2.98
1900—	33,771	3.06	12,749	a. 35	46,519	22.83	1,062,174.74	7.46
1901—	34,399	1.85	13,032	2.22	47,431	23.01	1,091,527.38	5.75
1902—	35,079	2.26	13,353	2.46	48,432	24.70	1,206,742.17	10.55
1903—	35,493	1.12	13,252	c. 75	48,745	24.60	1,199,292.61	(a)

<sup>a</sup> Decrease.<sup>b</sup> Includes kindergarten teachers.TABLE IX.—*Amount expended for rent and sites and buildings each year from the year 1880 to 1903, inclusive.*

School year ending June 30—	Rent.	Sites and buildings.	School year ending June 30—	Rent.	Sites and buildings.
1880—	\$28,908.35	\$74,998.24	1892—	\$9,602.00	\$220,344.47
	26,506.11	103,416.91	1893—	8,951.25	42,270.36
	26,472.57	253,609.73	1894—	9,825.50	66,699.60
	14,805.33	103,141.47	1895—	9,648.00	66,408.91
	8,742.50	103,563.94	1896—	14,736.50	185,601.12
	7,000.00	118,400.00	1897—	14,188.00	182,514.26
	6,919.66	61,130.04	1898—	14,934.00	139,669.00
	7,354.00	73,085.34	1899—	13,420.00	72,127.86
	10,215.44	239,150.77	1900—	13,968.00	71,807.43
	13,832.00	332,312.44	1901—	15,092.31	295,308.09
	10,000.00	240,467.39	1902—	15,641.73	398,000.00
1891—	9,892.00	229,078.00	1903—	14,131.50	234,944.00

## ENROLLMENT.

The whole number of pupils enrolled was 48,745—32,987 white and 15,758 colored—an increase of 0.64 per cent over the year before. One thousand three hundred and seventy-one teachers were employed, of whom 925 were white and 446 colored. The whole number of male teachers, including supervising principals, was 173, and the number of female teachers 1,198. The relatively small number of men employed in the service of the public schools is due to the small salaries paid to men teachers in this District and the greater pecuniary

inducements offered by the various departments and scientific bureaus of the Government to educated young men. The schools were in session 174 days. There were 1,843 pupils enrolled in the night schools, which were in session 48 nights and engaged the services of 52 teachers. Of the entire enrollment of the schools, 1,776, or 3.64 per cent, were in the kindergartens; 43,310, or 88.85 per cent, were in the first eight grades; 2,673, or 5.48 per cent, were in the high schools; 816, or 1.68 per cent, in the manual-training schools, and 170, or 0.35 per cent, in the normal schools.

#### SCHOOL ACCOMMODATIONS.

There were 127 owned school buildings in the District of Columbia. In the early part of the school year the McKinley Manual Training School, the Armstrong Manual Training School, the Matthew G. Emery (12 rooms), the Thomas P. Morgan (8 rooms), the Petworth (4 rooms), the Kenilworth (4 rooms), for white children, and the John M. Langston (8 rooms) and the William Syphax (8 rooms), for colored children, were dedicated with appropriate ceremonies under the charge of the committee on buildings, repairs, and sanitation. It is expected that in 1903 the Edmonds School (8 rooms), the Samuel E. Wheatley (8 rooms), a 4-room addition to the Brookland School, a 4-room addition to the Cranch School, a 4-room addition to the Takoma School, and a 4-room building at Good Hope, all for white children, and the Abby S. Simmons School (8 rooms), the Henry P. Montgomery School (8 rooms), and the Reno School (4 rooms), for colored pupils, will be completed and occupied, thus adding accommodations for 2,070 pupils, estimating 45 pupils to each room, and reducing still further the number of enforced half-day schools in these localities. It may be said of the buildings completed and occupied during the year and of those under contract that, although they do not represent as large an outlay as in some cities, they are creditable examples of school architecture, and in the essentials of light, heating, artificial ventilation, toilets, and conveniences generally for pupils are a great advance upon some of our older buildings. None of the schools erected since the organization of the present Board of Education is without the necessary appliances for forcing a constant supply of fresh air into every schoolroom in such volume and at such a rate of speed as to meet the most exacting scientific requirements as to the renewal of air in schoolrooms. Expressed in terms of its beneficial and permanent influence on the health of teachers and pupils, all other improvements that have recently been made in schoolhouse construction are of minor importance to that of improved ventilation.

Additional accommodations for the graded schools are needed in Georgetown, where an 8-room building should be erected near the Curtis, in the extreme northeastern section beyond Fifteenth street east, at Chevy Chase, at Benning, at Anacostia, at Tenley, and to

relieve the Columbia Heights and Mount Pleasant schools. The Commissioners will be asked to provide for these in their next estimates.

Another pressing need at this time is that for an extension of the McKinley Manual Training School. This building, with a seating capacity of 251, carried through the year an enrollment of 457 pupils, making it necessary to house over 200 of them in the Central High School, at great inconvenience to both schools. For the coming year conditions will be much more serious, as the enrollment of the school promises to reach nearly 550, while the corresponding growth of the Central High School will make it impossible for the latter school to surrender as many of its class rooms to the uses of the manual-training school as were devoted to that purpose during the year just closed. As was stated in my last report, the estimate of \$135,000 for additional class rooms was based upon plans made at the time the original building was projected. A similar need exists for additional class rooms in the Armstrong Manual Training School. The only unimproved ground available for the erection of an addition lies east of the present structure. It has been offered to the District at a reasonable price and should be purchased and held until an addition to the present building can be authorized.

I again urge the importance of making provision for a permanent and adequate home for the Washington Normal School. The work of this school, which has always been of a high order, is all the more praiseworthy when we come to know that it has been accomplished while the school has been occupying temporary quarters in a building in no wise suited to the uses of a training school. The plan of securing a large plot of ground north of Florida avenue, on which to place first an elementary school, already needed, and in due time a modern normal school building, with ample space for school gardening and playgrounds, is cordially indorsed by the entire Board of Education and has been approved by the local citizens' association. The wisdom of the policy of securing a large plot of ground for future school needs is strikingly shown in the case of the purchase of the Wallach School lot, an entire square containing over 107,000 square feet of land, by the old corporation of Washington at a time when no apparent need existed for so large a site. On this ground the Wallach School was built in 1864, and the pupils of that school enjoyed for many years the use of the remainder of the lot as a playground. Twenty-three years later the Towers School was built on the north-east corner of the same lot, still leaving a playground large enough for both schools. Four years later, and twenty-seven years after our farsighted city fathers had bought the square, the Eastern High School was erected on its west side. The saving to the District on this investment is apparent when it is considered that this piece of ground, square 901, which was bought for \$7,000, is now worth over \$100,000. The mere pecuniary gain involved in such a transaction is

far transcended by the advantage that has accrued to the pupils and teachers in the possession of surroundings favorable to pure air, light, and room for play, with ground in reserve still sufficient after the first building had been erected to meet local needs for a period covering nearly a third of a century.

#### SCHOOL GARDENS.

Substantial progress has been made in the development of school gardening during the year. The graduating class of 1903 of Washington Normal School No. 1 had all received as thorough a course as time would permit under the guidance of the experts of the Department of Agriculture in soils; seeds and their germination, comprising experimental work, indoors and out; seedlings; the planting and care of bulbs; the propagation, by cutting, of the geranium, coleus, heliotrope, verbena, chrysanthemum, scarlet sage, and other ornamental plants; cuttings of privet, forsythia, althea, and other hard-wood plants for shrubbery and hedges; grafting; budding; means of providing material for window decoration and improvement of school grounds. This work was supplemented by instructions in making plans of the ground to be planted for home gardens. Every member of the normal school had her own flower or vegetable garden at home, and the exhibit of products from these gardens which was held in the fall demonstrated that the pupils had entered upon their work with enthusiasm and success. About 2,500 pupils in the schools, chiefly the suburban schools, were supplied with seeds for home planting with gratifying results, and an encouraging beginning was made by the principals of about ten of our city schools in the making of lawns, the setting out of flower beds, and in a few instances the cultivating of vegetables in school yards. The children from a sixth grade near the Department of Agriculture cultivated during the entire summer 31 garden plots, each  $7\frac{1}{2}$  by 10 feet, set aside for them in the Agricultural grounds, raising successive crops of radishes, lettuce, tomatoes, and beans, and a few flowers, such as marigolds and nasturtiums. The entire scheme of plant decoration at the Franklin School—which included the making of a lawn and the planting and care of vines, flowers, and shrubbery—was successfully carried out by the pupils under the direction of their teachers. There is every reason to believe that results similar to those described can be obtained next spring by nearly all our large schools. I am told that seeds, vines, and cuttings can be had in sufficient quantities with little or no expense, a large part being supplied by the Department of Agriculture and a considerable stock being available as the product of the work of last year's normal class. The pupils stand ready to furnish unlimited labor, so that there remains only the problem of securing good soil in sufficient quantities, the soil of the average school yard being unsuitable for cultivation.

## NIGHT SCHOOLS.

It is earnestly hoped that the clause in the appropriation act which has been in force for the last two years restricting the membership of night schools to persons not over 21 years of age will be stricken out, as it works hardship to many worthy people whose early efforts to obtain an education were defeated by misfortune or poverty, and whose zeal for knowledge and willingness to make sacrifices to get it appeal strongly to all who have their welfare at heart. I know of no city which excludes adults from the privileges of the night school.

## HIGH SCHOOLS.

The report of the director of high schools sets forth in forcible terms the danger to the high standards of instruction prevailing in these schools which is threatened by the loss of numbers of our best teachers, who from time to time leave our service to engage in teaching elsewhere at higher pay, and the consequent stocking of our high school faculties with inexperienced instructors. I ask your especial attention to that part of his report which outlines certain changes in the high school courses which are designed to remove the current objections that the high school is merely an expensive feeder to the college, by planning a greater variety of courses or related groups of studies which may be profitably chosen by that large body of students who have no college aspirations or could not go to college if they would. The high school is constantly under the criticism of some who claim that it exists chiefly to prepare a favored few for college, and consequently frames its courses so that a large majority of its pupils are compelled to take up college preparatory studies for which they are not fitted and can not pursue with profit to themselves. It should be said in defense of the high school as it exists to-day in the United States that the introduction of elective studies has done much to adjust high school courses to the needs of individual pupils; but the choice of such electives has been too often left to the caprice of the immature boy or girl and has not always been a wise one, frequently, indeed, threatening to make the high school where the electives run riot a training school for shamming and shirking and "cultivating a facility for escaping work." It is proposed to substitute for a haphazard choice of single studies a choice of groups of studies so combined as to make a symmetrical unit of work, which, when selected by the pupil, shall be consistently followed to his graduation. In this way can be avoided that rigid conformity to one or two conventional courses which point toward college and give the boy or girl who can not make college preparation no alternative—which will make it possible for him to continue at school and yet not be called upon to do impossible things. In this arrangement the pupil seeking a college preparatory course can secure it as now, while the pupil

who has no such aim may complete successfully some equally useful combination of studies well within his abilities. It is not intended that the enlargement in the number of courses to be chosen shall in any sense render it possible to maintain a standing in school any more than at present. The work assigned should be such as to guarantee that training in habits of hard study which it is one of the chief purposes of any high school to secure.

The high school, as the "people's college," should invite every boy or girl that has passed successfully the tests of the elementary schools to continue his studies on broader and congenial lines as long as he can stay at school. The step from the eighth grade to the high school, which is merely the ninth grade, should be without unusual jar or strain to the pupil of average ability. We should see to it that the mistake is not made of putting upon the average pupil the necessarily severe tasks which college preparation calls for. The burdens of this preparation are voluntarily assumed by such pupils as undertake them and should not be the measure of work to be imposed upon others.

Making due allowance for the difference in organization between the graded schools and the high schools, I think the statement frequently made has a reasonable basis of truth, viz., that if an intelligent boy or girl who has done the work of the grammar school with fair success with two hours' daily study can not prepare the tasks of the high school without four or five hours' home study, then something is wrong either with the arrangement of the course or with the amount of work exacted by the individual teacher, or else there is no common understanding among the teachers as to the demands made upon the pupil's time by studies other than their own. It is due to the director of high schools to say that this is no new discussion, and that he has given much thought to the solution of the problem involved, and has with the cooperation of the principals removed many of the evils complained of. The root of the matter, however, probably lies in some such judicious rearrangement of courses as has been suggested.

#### MANUAL TRAINING SCHOOLS.

I beg your careful reading of those parts of the report of the director of manual training which deal with the purposes of the manual training school and the improvements that have been made in the course of study. We should not lose sight of the fact that this youngest child of the public school system has naturally been handicapped in its obligation to adapt its various forms of manual and academic work to the needs of individuals by the crowded condition of its shops and class rooms.

The course in domestic science and art and homemaking for girls has been carefully revised and amended with a view of giving a chance

for specialization in the third and fourth years. Other lines of study, now experimental, must be taken up in like manner and fitted to carry out the special mission of this important school; but this can only be as they are developed by actual trial.

You will also note that this school, which has had the fortune to secure a faculty of strong and enthusiastic teachers, is threatened with the loss of some of its most valuable teachers because the future seems to offer no hope of better pay and other cities are bidding for their services.

#### GRAMMAR AND PRIMARY SCHOOLS.

In the report of the supervising principals I especially commend to your thoughtful scrutiny the paragraphs on the ranking of teachers, the work done by the teachers toward self-improvement, and the need of better salaries.

#### LECTURES.

The teachers are to be commended for their efforts to better qualify themselves for the work of teaching. In the absence of any provision from public funds for the purpose a course of professional lectures was arranged by those of the teachers who are members of the Teachers' Annuity and Aid Association, each teacher who attended paying her share of the expense. These lectures were of so high a character that I append the list as an indication of the praiseworthy disposition of our teaching corps to avail themselves of every opportunity to add to their professional equipment. I am informed that similar courses of lectures are to be arranged for the coming school year, both in the white and the colored schools.

William T. Harris, LL. D., "How the child in a good school develops out of mere imitation into genuine originality." Friday, October 17.

Charles Alexander McMurry, Ph. D., "The harmony of opposing tendencies in education." Friday, October 31.

Hamilton Wright Mabie, LL. D., "Idealism in American life." Monday, November 10.

Alphonso Smith, Ph. D., "The novel in America." Tuesday, November 25.

Franklin Thomas Baker, A. M., "The teaching of English. Friday, December 5.

G. Stanley Hall, Ph. D., (1) "The child;" (2) "Psychology and education." Thursday and Friday, December 18 and 19.

John Dewey, Ph. D., "Attention and education." January 6, 1903.

#### THE CENTENNIAL OF THE WASHINGTON PUBLIC SCHOOLS.

On December 5, 1804, the city council passed an act "to establish and endow a permanent institution for the education of youth in the

city of Washington." On August 5, 1805, the first board of trustees appointed under the operation of this act met and organized by the election of Thomas Jefferson, then President of the United States, as their first presiding officer. The centennial anniversary of these events should be appropriately observed by our board. The annual report for the school year 1904-5 should be as far as possible a history of the origin and growth of our public schools up to the present day and should embody a permanent record of such centennial observances as your board may determine to hold. The report of the board of trustees for 1874-75 contained a valuable history of the schools from 1804 to that date. The records will show that, beginning in those early days with Jefferson as a contributing member and the first president of the board of trustees, and with Robert Brent, the first mayor of Washington, and William Cranch, the distinguished jurist, as members, succeeding boards have to a great degree maintained the high standard thus set, the names of many of our best-known and most public-spirited citizens being found on their rolls. Since the time when Jefferson wrote to that primitive board of trustees accepting his election as president thereof and in the stately phrase of the day receiving "with due sensibility these proofs of confidence" and extending "his just acknowledgments," many eminent men have been associated actively with the management of the public schools and have given valuable time and thought to their upbuilding. When the history of these schools shall be written just tribute should also be made to the noble work done by the teachers of the past and of the present.

I wish to express my gratitude to members of the Board of Education for the encouragement which they have given me in the performance of my official duties.

Very respectfully,

JUNE 30, 1903.

A. T. STUART,  
*Superintendent of Schools.*





SYPHAX SCHOOL, DEDICATED NOVEMBER 7, 1902.

## REPORT OF THE SUPERVISING PRINCIPALS.

WASHINGTON, D. C., *June 30, 1903.*

SIR: I have the honor to submit the following report of the grade schools of the District of Columbia for the school year closing to-day. The report has been prepared by me as the duly elected representative of the supervising principals, who have heard it read and have given it their approval.

### LANGUAGE.

Language is the chief study unit in the course of the public schools. It is also the tool in constant use by teacher and pupil in delving into much of the work of the schoolroom, and some of the most effective language teaching is done while in the midst of history, geography, or arithmetic lessons. In fact, those schools are generally the best whose teachers make all branches give tribute to careful language training. For purposes of discussion the subject naturally divides itself into reading, composition, grammar, and spelling. Under these heads I shall seek to set forth, as far as can be done in brief space, the year's accomplishment in language.

*Reading.*—The child in the first grade was taught to read through his interest in things about which he possessed knowledge and of which he had talked freely. Many observation and conversation lessons were given by first-grade teachers during the early weeks of the year on flowers, toys, games, animals, etc. These lessons were made brief and interesting, and sought to gain from the child a free and glad expression of his previous knowledge and of his discoveries relating to the subject of the lesson. Such elicited facts were written on the blackboard by the teacher and read by her. They were rewritten and studied. It was not long before the child not only recognized his own statement pictured in symbols on the blackboard, but was able to reproduce it crudely upon the board. His ability increased daily and soon he came to comprehend as such the separate word in the sentence. The sentence method was not imposed on teachers. The majority found it most satisfactory to combine the sentence and the word methods. Whatever means were used, care was taken to have the idea always precede its symbol. Much reading of script from the blackboard, from prepared sheets, and from the child's own written papers preceded the use of books. Teachers were advised against haste in beginning to read from books. The use of printed letter slips made easier the step from script to print. With these letters words

and sometimes sentences were reproduced as seat work. Though not enthusiastic at first, the final judgment of the teachers was that this work was helpful. Late in the year first-grade teachers were advised to teach the alphabet as such, looking forward to the time when dictionaries will be used.

Two series of graded readers were supplied in full sets to every class up to and including the fifth grade. Many first grades also had primers. Sixth grades received one set of readers. The majority of the children in the first three grades had read intelligently most of the selections in both of their readers by the end of the year. The use of the readers in the grades above the third became relatively less as the amount of reading necessarily done in other books became greater. *Æsop's Fables*, *Andersen's Fairy Tales*, and *Old Greek Stories* supplied additional reading matter, which was greatly enjoyed by the children of the second, third, and fourth grades, respectively.

The little knowledge of phonics acquired in the first grade was materially added to in the next two grades. By means of accent and diaeritical marks, syllabication, and word building the pupils of these two grades gained a degree of strength in obtaining new words for themselves. With benefit to them, they were given rather more opportunity this year than heretofore to try this strength.

In reading aloud the aim was to secure easy, natural, fluent reading, which should show through its intelligent expression a right conception of the writer's thought, and to have this reading given with distinct articulation and sufficient fullness of tone to carry to all parts of the room. To make sure of a mastery of the author's meaning and of an ability to pronounce all words, children were encouraged to read silently before attempting to read aloud. In classes whose teachers insisted so constantly on this preliminary silent reading that it became a habit with the pupils good reading was always noticeable. To develop greater confidence a child was called now and then to the front of the room to read.

In all grades numerous beautiful passages or entire poems were memorized and frequently repeated. This gave a certain training to the memory, but the chief purpose in view was to plant in the minds of the children love for the beautiful in literature. In some schools a period was given each week to the recitation of poems and the reading of stories from books brought from home. These were times of recreation, yet they proved profitable as helps to better reading and to a more general remembering of selected poems and also by kindling a desire to do more reading in the books at hand. The children cheerfully allowed their books to remain a week or two for others to enjoy in leisure minutes. A distinct effort was made in higher grades to cultivate a more general love for reading and to give wise direction to children's reading. This effort is not entirely new, as is seen by noting the literature used in the schools. Sixth grades read Miles

Standish and Evangeline first as literature and, secondly, as supplements to history. Hawthorne's *The Snow Image*, *The Great Stone Face*, and *The Great Carbuncle*, together with *The Christmas Carol* and *A Dog of Flanders*, furnished profitable reading matter and a source for much composition work to the seventh grades. As heretofore, considerable time was devoted in eighth grades to the study of the *Legend of Sleepy Hollow* and to Whittier's *Snowbound*. Warner's *A-Hunting of the Deer* was read in this grade during the early fall and was followed by the circulating libraries of selected classics. These books generally remained in a school a month, and classes were given five or more during the year. The larger part of the pupils look forward with pleasant anticipations to the coming of these libraries, but the teacher has to show some interest and considerable encouragement to secure a perusal by all of her class. This reading is largely done at home.

It is a proper cause for satisfaction that recent efforts to cultivate a taste for good literature in the grade schools are showing results. Teachers recognize that such is the fact and comment hopefully on it. Results are most apparent, as would naturally be expected, in the seventh and eighth grades, where they are seen in an extension of the reading habit, an increased ability to see units in what is read, a greater power to express thought clearly; and a general mental broadening.

*Composition.*—Untiring effort was made daily in all grades to train children to the use of correct and well-chosen English in speaking and in writing. An opportunity for the most timely and telling teaching of oral composition presents itself with the coming of every recitation. Very many of our teachers are wise enough to insist on correct forms in all schoolroom conversation, even at the seeming loss of valuable time. Some in the hurry of the hour, thinking chiefly of the facts stated, allow faulty English to pass unnoticed. The teacher who correlates oral composition with every lesson of the day, and who lets her school see that spoken English must be well chosen, before long gets a thoughtful effort from the average child every time he is upon his feet, and cultivates a sensitiveness of ear in her school that is a guard against the offense of errors in speech. These once gained, the teacher's reward for her labor is assured. Not only is the spoken English vastly improved, but the wholesome influence is reflected in the written composition. Ample sources for supplying subjects for written composition were found in the different branches studied. Teachers were enjoined to have children write something daily. In the primary grades this almost of necessity connected itself with the reading lessons and was simple in its nature. In the higher grades it became a grouping of thoughts into connected sentences, all bearing on the same subject. This paragraph writing formed the constant and most important feature of the training in written composition.

throughout the year. The general opinion is that this method has proven much more satisfactory than the writing of longer, formal compositions. Its advantages seem to lie in the unity of the child's thought; in the brevity which allows more attention to expression, choice of words, punctuation, and spelling, and the keeping of interest and effort to the end. The benefit from this daily practice in making English is so great that nothing should be allowed to crowd it out of the day's programme. Much good work was also done in letter writing. The literature, too, of the higher grades offered a wide field for the study of description, narration, character sketches, and figures of speech. Eighth-grade teachers have made widely different use of the sets of books furnished to aid in the composition writing, but all have found them helpful. Probably the better acquaintance, coming from a year's use of the book, will tend of itself toward uniformity in its use. If uniformity is considered desirable, it would seem well to have the experiences of the year gathered up and put before the teachers.

*Grammar.*—The requirements of the course in grammar were to all intents the same as those of the last two years. Among the few slight changes may be mentioned the greater effort made to familiarize pupils of the fourth and fifth grades with the forms of irregular verbs. Seventh and eighth grade teachers were also accorded more freedom as to the order in which their work was taken. The transition period through which the schools have been passing has been a time of difficulties in teaching language and grammar in the higher grades. These difficulties were encountered less often this year than during the two preceding and will largely disappear next year. The children came to their new grades at the opening of the session with two years of parallel instruction behind them. They were therefore much stronger and better prepared to cope with their new tasks. The definiteness of the work assigned to each grade made it easier of accomplishment by the teachers. The results from the introduction of text-books as guides in teaching language and grammar in all grades above the third have been eminently gratifying. In my opinion no one other change inaugurated by the Board of Education since the reorganization of the schools has been more productive of happy results. The children now possess more definite, more uniform, more complete knowledge of grammar.

*Spelling.*—Faithful drill in spelling was given this year throughout our schools. Of this there can be no doubt. Teachers assert it and it shows in the written work of the pupils. In this connection it may be remarked that the high schools report improvement in spelling among the pupils of the last two entering classes.

In the primary grades spelling was very intimately connected with reading. New words, occurring in all lessons, were developed, and the forms learned as wholes. This preceded the reading lesson, and

prepared the way for it. The forms of the common home words were similarly learned. After their natural development, to impress them, the new words were generally reproduced by the child orally upon the blackboard and on paper as lists of words and finally in sentences. As many new words were given at a time as experience proved the class able to retain.

Every child in grades four to seven, inclusive, had a speller, and the pupils of the eighth grade got much spelling work in connection with the study of their text-book on word analysis. In each of these grades a fixed limit was assigned, from which all the words within the child's comprehension were studied. In addition to this teachers were expected to teach many words from the subjects of their grades, as well as many others in common use. Words were taught as wholes and by syllables, the latter plan being adopted whenever needful as an aid to pronunciation or to a proper division at the end of the line. Spelling lessons were conducted both orally and as written exercises. At times the words were given as simple lists and again in sentences. Dictation exercises were frequent. The analysis of words was made to help in their spelling. In connection with spelling, accent and the common diacritical marks were taught. A weekly review was quite general. Effort was made to inspire a desire for correct spelling in all written work and to form the habit of referring to the dictionary whenever doubtful as to the right form. In the higher grades there was much discriminating study of words and their meanings. It will be seen that no one method, but all methods, were used to improve spelling. Correctness of word forms used in dictated sentences and in their written paragraphs and compositions was considered the real test of the ability of pupils to spell.

#### OTHER SUBJECTS.

*Arithmetic.*—The year began with your instruction to review arithmetic whenever the need for review developed. This has proved more satisfactory than devoting a fixed time to review, regardless of the varying needs of different classes. Practically all number work in primary grades was presented objectively. This method was continued in the higher grades whenever possible. An earnest effort was made to secure in all grades a careful drill on every principle taught and the giving of problems adapted to practical life. Many original problems were made and solved.

In the first grade no effort was made to force number work. In the second and third grades the mathematical horizon of the child rapidly widened. A strong line of work, and one comparatively new in these grades, was the independent working of examples from individual slips, which could be passed about rapidly. Careful drill was given in the multiplication tables. These were generally learned by children who completed the third grade. Further drill on the tables was

given in the fourth grade and much abstract work in the four fundamental processes. Children of this grade were also called upon to perform many problems involving these processes, the more difficult requiring several operations. The mastery of common and decimal fractions was the principal work of the fifth grade. Sixth grades were chiefly occupied with denominate numbers, their reductions, and their application in problems. Teachers of this grade were urged to have pupils do much measuring, weighing, estimating, and comparing. Percentage and most of its applications, including simple interest, was the work of the seventh grade. In teaching percentage teachers were directed to use the 1 per cent method at first, and later the fractional. Reviewing the seventh-grade limit, the eighth grades made a comprehensive study of percentage, with and without the time element, and took up mensuration, powers, and roots, with their applications. The course in algebra prescribed for eighth-grade schools was completed with no great difficulty.

Your direction, given about the middle of the year, to devote at least five minutes daily to quick mental-arithmetic drill in grades 3 to 8, inclusive, was immediately acted upon and the work was continued to the end of the year. The interest of teachers and of pupils was at once aroused, and the oral work improved wonderfully at first. The lasting beneficial results varied widely, as the teacher did or did not give constant variety to the work. Whenever the work became mechanical the children soon lost the interest inspired by the novelty. The large majority of schools were perceptibly strengthened in power of attention, quickness, accuracy, and independence of thought.

The arithmetic work of the year has been fully up to the standard of the past, and distinct gains have been made in some particulars. Yet the chances are that a majority of teachers, in contemplating the results secured in arithmetic, feel a less degree of satisfaction than in regard to other branches. Statements are often made either that children are weak in reasoning power or that they make inexcusable errors when the line of reasoning is clear to them—an incorrect answer resulting in either event. I incline to think the results in arithmetic that sometimes seem unsatisfactory by comparison with other subjects are less so in reality than in seeming. In his oral recitations a child is often kept from getting astray by a timely check or suggestion, which does not impress itself upon the teacher. In solving his example he is generally in less close touch with an adviser. The warning is not given and he goes on to his undoing—the wrong result, which stands out glaringly before his teacher. May there not be something in this? Whether or no, it is surely true that hard work in trying to get pupils to think and to do for themselves must make them stronger and that increase in strength must show sooner or later. Surely it is a wise effort that is being made to have rapid and varied mental arithmetic daily, much abstract drill in the fundamental operations, simple

methods, a thoroughly practical selection of problems, and practice in oral analysis of problems. Beyond this teachers must make sure that all their pupils can correctly and readily write and read numbers suited to their grade requirements, and, further, that the language of problems is understood, their conditions appreciated, their given facts and their required facts seen in clear contrast.

The text-books used consisted of arithmetic readers in the second, third, and fourth grades and arithmetics in the fourth and succeeding grades, all of which were furnished in full sets. The advisability of making a change in arithmetic readers has been demonstrated, we think to the satisfaction of all, through the results of the experimental use of new books in selected second and third grade schools.

*History.*—The story was made the vehicle for most of the history taught in the first four grades. On the approach of national holidays the first and the second grade teachers told their pupils simple stories that had connection with the day. These were reproduced orally. Thus was a very simple beginning of history made. Stories of the Pilgrims, of the Indians, and of a few leaders in American history were added in the third year. These, sometimes told and sometimes read, were made the subject of much conversation and written reproduction.

In the opening months the fourth-grade children were given some insight to the governing of our city. This was done through discussions, suited to their limited comprehension, of such municipal departments as schools, police, fire, health, water, street cleaning, and lighting. In connection with this study of the present city, its history and that of the District of Columbia were touched on. Beginning with December, the more important public buildings and near-by places of historic interest were studied. Anecdotes of early inventors followed, together with birthday stories of Washington and Lincoln at appropriate times. The first effort to get historical information through the continued use of a book was made in the fourth grade, during the spring months, when the pamphlet in use for a number of years was taken up. This pamphlet is very difficult in parts for the children using it. It is also somewhat out of date, and is becoming more so with the passing of each year. For these reasons it would seem advisable to substitute another book in its stead or to secure its revision.

History through biographies of leading Americans was the work of the fifth grades. A text-book was used. Teachers and pupils always seemed especially happy, interested, and alert when this work was in progress. The method generally adopted was sight reading by a pupil, followed by the oral reproduction of another. Very generally the facts were obtained from once reading a paragraph. The summary at the end of each biography was emphasized before leaving the chapter. This work did not seem to encroach upon the province of the higher grades.

The sixth grades studied the earlier explorers, the settlements, the colonial wars, and the revolutionary period. One text-book was in the hands of each pupil. In dealing with the explorers the study was restricted to a few men, representing each of the European nations prominent in American exploration, care being taken to select those explorers who left a lasting impress on the history of the Western Hemisphere. Massachusetts, New York, and Virginia were studied in detail as type colonies, and about them the other ten were grouped. Causes and results were made much of in the discussions of the wars. Only the most important military campaigns were considered. Environment and mode of living were made matters of importance.

The work of the seventh grades began with a careful review of the revolutionary period and brought the pupils to the present time. Classes used full sets of one book and half sets of one or two others, as the case might be. Teachers who made skillful use of cross-section study secured the best results, as a rule, and covered the limit most satisfactorily.

In the eighth grades work began with the history of the capital city and of the government of the District of Columbia. This local study, which occupied the classes until December, was entered into fully. Two very helpful pamphlets, not ready at the opening of schools, were issued in full sets in time to guide in the concluding review. A formal study of civics followed, continuing through the year. The national unit of government was first taken up and was the one most exhaustively studied, it being the one with which District of Columbia children come directly in contact. The last term was devoted to a less detailed study of the smaller governmental units of town, county, State, and city. While the text-book on civics chiefly used is recognized as unsurpassed in its proper place, it is too philosophical a treatise to serve well as the main source of information to eighth-grade pupils. The expected change to a simpler book will surely be to the best interest of the student. The present book can be continued advantageously as a reference book.

In all the history teaching of the year it was the effort of the supervisors to have time saved by the omission of nonessentials; to have comparisons made between past and present conditions wherever possible; to have the influence of contemporaneous European history on affairs in America brought out clearly; to have causes and results dwelt upon in studying wars, rather than the details of military campaigns; to have history and geography constantly connected, frequent reference to maps helping to associate place and event; to have no effort spared to gain strength in getting thought from a book and power to voice that thought in the pupil's own language; to have so keen an interest aroused that the student might fancy himself to be taking a living part in the events studied; to have the foundation for good citizenship laid through the development of an aroused patriotism,

a broadening understanding, and something of ability to form an intelligent opinion on great questions. These efforts did not result in making all the history teaching ideal, but in the main the work was satisfactory.

*Geography.*—The course in geography began in the third grade, where the work done was limited to home geography. This and the home history went on hand in hand. The study of place, direction, and distance began in the school room, whence it extended to the school yard, the school square, the home, the near-by park or public building, sending in a fair comprehension of the plan of the city, of map making, and map reading. Teachers were advised to use the sand board in the early steps of map making and very generally did so, always with advantage. Fourth grades continued the local study begun the year before and made a natural extension of it beyond the city and District boundaries into the adjoining States and to the ocean by an imaginary trip down the Potomac River. The grand divisions were located and their names learned, together with those of the oceans. A study of the United States followed, including in a simple way highlands, slopes, the Mississippi Valley, and a few selected rivers. The States were grouped according to their productions, and the chief products of the country were discussed. The location of ten of the chief cities was absolutely fixed in mind. A large part of the geography work of this grade was in the form of reading and conversation. The fifth grade began the year with a brief consideration of the earth as a whole and of the continent of North America, and devoted the fourth term to the study of South America and the minor countries of North America. The intervening time—at least half the year—was given to a fuller study of the United States than was had in the fourth grade. Cuba and our recent insular acquisitions were studied. The sixth grade also began the geography work with a study of the earth as a whole, bringing in features not touched on before. Following this the main facts concerning the grand divisions of the Eastern Hemisphere and of North America were taken up. A thorough handling of the United States by groups, including a study of important land and water trade routes, completed the year's work. Seventh-grade classes were expected to enter into the subject of mathematical geography quite carefully and to review and elaborate the study of all the grand divisions of land except North America. This was followed by a detailed study of the leading European countries and their dependencies.

As during the last two years, the earth, as the home of man, was made the keynote of geography teaching. Less emphasis than formerly was placed on physical geography. The teaching of current events as affecting geography and the making of imaginary journeys were features of the year's work in all grades. Definite requirements as to place geography were exacted of every grade. Teachers very generally made a close union of geography and history and a constant use

The sixth grades studied the earlier explorers, the settlements, the colonial wars, and the revolutionary period. One text-book was in the hands of each pupil. In dealing with the explorers the study was restricted to a few men, representing each of the European nations prominent in American exploration, care being taken to select those explorers who left a lasting impress on the history of the Western Hemisphere. Massachusetts, New York, and Virginia were studied in detail as type colonies, and about them the other ten were grouped. Causes and results were made much of in the discussions of the wars. Only the most important military campaigns were considered. Environment and mode of living were made matters of importance.

The work of the seventh grades began with a careful review of the revolutionary period and brought the pupils to the present time. Classes used full sets of one book and half sets of one or two others, as the case might be. Teachers who made skillful use of cross-section study secured the best results, as a rule, and covered the limit most satisfactorily.

In the eighth grades work began with the history of the capital city and of the government of the District of Columbia. This local study, which occupied the classes until December, was entered into fully. Two very helpful pamphlets, not ready at the opening of schools, were issued in full sets in time to guide in the concluding review. A formal study of civics followed, continuing through the year. The national unit of government was first taken up and was the one most exhaustively studied, it being the one with which District of Columbia children come directly in contact. The last term was devoted to a less detailed study of the smaller governmental units of town, county, State, and city. While the text-book on civics chiefly used is recognized as unsurpassed in its proper place, it is too philosophical a treatise to serve well as the main source of information to eighth-grade pupils. The expected change to a simpler book will surely be to the best interest of the student. The present book can be continued advantageously as a reference book.

In all the history teaching of the year it was the effort of the supervisors to have time saved by the omission of nonessentials; to have comparisons made between past and present conditions wherever possible; to have the influence of contemporaneous European history on affairs in America brought out clearly; to have causes and results dwelt upon in studying wars, rather than the details of military campaigns; to have history and geography constantly connected, frequent reference to maps helping to associate place and event; to have no effort spared to gain strength in getting thought from a book and power to voice that thought in the pupil's own language; to have so keen an interest aroused that the student might fancy himself to be taking a living part in the events studied; to have the foundation for good citizenship laid through the development of an aroused patriotism,

a broadening understanding, and something of ability to form an intelligent opinion on great questions. These efforts did not result in making all the history teaching ideal, but in the main the work was satisfactory.

*Geography.*—The course in geography began in the third grade, where the work done was limited to home geography. This and the home history went on hand in hand. The study of place, direction, and distance began in the school room, whence it extended to the school yard, the school square, the home, the near-by park or public building, sending in a fair comprehension of the plan of the city, of map making, and map reading. Teachers were advised to use the sand board in the early steps of map making and very generally did so, always with advantage. Fourth grades continued the local study begun the year before and made a natural extension of it beyond the city and District boundaries into the adjoining States and to the ocean by an imaginary trip down the Potomac River. The grand divisions were located and their names learned, together with those of the oceans. A study of the United States followed, including in a simple way highlands, slopes, the Mississippi Valley, and a few selected rivers. The States were grouped according to their productions, and the chief products of the country were discussed. The location of ten of the chief cities was absolutely fixed in mind. A large part of the geography work of this grade was in the form of reading and conversation. The fifth grade began the year with a brief consideration of the earth as a whole and of the continent of North America, and devoted the fourth term to the study of South America and the minor countries of North America. The intervening time—at least half the year—was given to a fuller study of the United States than was had in the fourth grade. Cuba and our recent insular acquisitions were studied. The sixth grade also began the geography work with a study of the earth as a whole, bringing in features not touched on before. Following this the main facts concerning the grand divisions of the Eastern Hemisphere and of North America were taken up. A thorough handling of the United States by groups, including a study of important land and water trade routes, completed the year's work. Seventh-grade classes were expected to enter into the subject of mathematical geography quite carefully and to review and elaborate the study of all the grand divisions of land except North America. This was followed by a detailed study of the leading European countries and their dependencies.

As during the last two years, the earth, as the home of man, was made the keynote of geography teaching. Less emphasis than formerly was placed on physical geography. The teaching of current events as affecting geography and the making of imaginary journeys were features of the year's work in all grades. Definite requirements as to place geography were exacted of every grade. Teachers very generally made a close union of geography and history and a constant use

of maps. Relief maps, wherever had, proved great helps in teaching drainage, waterways, and the resultant location of commercial and manufacturing centers of population. In spite of the generous purchases of wall maps made during the year, there are still buildings that need more or in which old maps are still in service which should be replaced with new and up-to-date ones. Teachers are also eager for more geographical readers and reference books for use in studying peoples and industries. Perhaps the need is greatest in the fifth-grade classes. Text-books were used in full sets from the fourth to the seventh grade, inclusive. While the work done was good, there is still room for betterment by making more general the introduction of outside helps, as pictures, magazine articles, and illustrated books of travel, the use of maps, and the sensible correlation of place and incident, all of which do so much to vivify the geography of the best schools.

*Penmanship.*—The blackboard lesson and practice in a copy book were both used in teaching this subject. Copy books were furnished from the second to the sixth grade, inclusive. The wish was to view them as careful practice books, not as show books. Back of the copy book should stand the capable teacher, easily able to put her free, bold, and well-nigh perfect copy on the board before the watchful eyes of her pupils. This is live writing. A child is inspired by the sight with a stronger desire to do likewise and with a greater confidence in making his own efforts. The copy book, however, is an important aid. First, it furnishes a standard of letter forms. In it the pupil is expected to make careful application of what he has been taught through blackboard lessons. Further, it offers an easy proof of improvement, especially if the book is written through twice, a half page at a time.

Some difficulty is found in using the copy book in the second grade, owing to the sudden change from the large writing practiced in the first grade and because of the different spacing between lines in the copy book and on the No. 2 composition paper. This is a matter worthy of consideration. Perhaps the best solution is to defer the use of this book until the spring term.

The penmanship of this year does not suffer by comparison with that of last year in legibility, neatness, or adherence to the established standard. The work of both years is materially better than that of two years ago.

In my opinion penmanship should receive special attention during the first half of the school year and copy books, except, possibly, in the second grade, be completed before the Easter vacation.

*Physiology and hygiene.*—This subject formed a part of the work in every grade. The emphasis from first to last was put on hygiene. Nowhere was anatomical structure dwelt upon more than necessary to insure an intelligent understanding of use. Technicalities, over-careful investigations, and detailed study of organs were avoided,

The main purpose was to teach cleanliness, intelligent care of the body, healthful and refined habits, the effects of alcohol and narcotics—to show what constitutes right living and to develop such a desire for it as will lead to its practice in daily life. In the primary grades the work was largely conversational and was made to assist in the general language training. In the fourth and in succeeding grades sanitation was an important topic of the course.

In the division of the more distinctly physiology portion of the course the skin, the nails, the hair, and the teeth constituted the special work of the fourth grade. That of the fifth was the bones, the muscles, the skin, and clothing. Food and digestion were the particular work in grade six, while the seventh grade studied circulation and respiration, and to the eighth was assigned the nervous system and the special senses.

The earnest effort to combat the pernicious and widespread habit among boys of tobacco using, especially in the form of cigarettes, has been continued without relaxation. Much good has resulted, but much remains to be accomplished.

The text-books in physiology and hygiene now in use, excepting that in the eighth grade, are not well adapted to the course as mapped out. A wisely made change would result in better work being done by teachers and pupils.

#### SUPERVISION.

The grade schools of the District of Columbia were grouped during the year just closed into eleven divisions, nine of which were wholly within the limits of the city. Six of these nine were divisions in the white schools and three in the colored schools. The two divisions remaining included a few white schools in the city and covered all the outlying schools, both white and colored. This partitioning is the same we have had since 1890-91. At the beginning of that year the number of supervisors for white schools was increased by two, and in the following February the colored schools were allowed an additional supervisor. During the ten years from 1890 to 1900 the population of the District increased 48,326, according to census reports. The recent legislation increasing by one the number of supervising principals in the white schools to date from July 1, 1903, came, therefore, none too soon. New division lines will render closer supervision possible by reducing the number of schools in each of several overgrown divisions. In this connection it seems proper to call attention to the growth in the colored schools and to express the hope that steps may be taken in the near future looking toward the enactment of like remedial legislation in their behalf.

The supervising principal in our schools is at once the examiner and most frequent official visitor of his schools, the adviser of the teachers, and the local executive officer of the Board of Education and the superintendent of schools.

It has been the supervisor's constant ambition this year, as in the past, to strengthen, sustain, and encourage the teachers with whom he has been associated. He has realized that his highest duty and privilege as a supervisor is to help his teachers, to improve their methods, to stimulate enthusiasm in school work. His experience has told him that his suggestions, his adverse criticisms even, will be invited, respected, and acted upon by the teacher who comes to have a trust and confidence in his fair-mindedness and his impartial friendship and who feels that he knows her difficulties and sympathizes with her in them. Such a status the supervisor has endeavored to establish with every teacher.

In theory the supervisor devotes the hours of school sessions to keeping himself informed on the condition and progress of the work in the schools under his charge and in improving conditions as he may be able. In practice he rarely finds it possible so to devote all the hours of the day because of the absolute demands of his office duties. Notwithstanding these interruptions to his purely educational duties, interruptions which have materially increased during the last few years, the teaching in the schools has been carefully observed and intelligently supervised. Supervisors have kept in close touch with the doings of the classes. The supervision has been effective and as close as possible under existing conditions. It has been the aim of the supervisor to give a large part of his time and assistance to those teachers most in need of help.

Other things besides the supervisor's presence in the schoolroom, his participation in its work, and his suggestions given to individual teachers have been potent factors in making the supervision thorough and helpful. Principal among these may be named your evening meetings with the supervisors each week; frequent individual conferences with you; occasional meetings of supervisors for discussion among themselves; grade meetings held by each supervisor whenever advisable; special examination and inquiry often made, at your direction, into the class work by grades; reports made and discussions had following such examinations, and occasional tests of one kind and another given to a group of schools by the supervisor.

A rating of all grade teachers in his division was rendered in June by each supervisor. The fact that, under the rules of the Board of Education, these ratings, after approval by the assistant superintendents and by the superintendent, become the basis for determining the promotions of teachers makes them a matter of supreme importance to teachers. For a like reason their preparation becomes one of the most important of a supervisor's duties, demanding his most careful and discriminating judgment. That an even justice may be accorded to all, the supervisor must know well each teacher, her methods in teaching and managing her class, and the character of the results she secures; he must consider her resourcefulness in dealing with special difficulties and her tact in meeting parents; he must give

thought to her professional spirit, shown by her daily preparation, by her attendance at all meetings, by any special effort made to improve her teaching, by her attitude toward fellow-teachers and school officials; he must note her care and accuracy, shown in the general trimness of her room and in the keeping of records and the making of reports and returns; he must not lose sight of the effect her health may exert upon her temper, her attendance, her results; finally, he must have in mind her earnestness, her sympathy, her culture, her poise, her whole personality. I am sure you well understand the degree of diffidence with which the supervisor undertakes the preparation of these efficiency ratings. Nor do I need to tell you that his final judgment is made on broad lines of thought, that it is the resultant of many impressions and the verdict of mature deliberation, that it is a conscientious and fair-minded expression of his professional opinion.

The following extracts are from the last two reports of supervising principals. They are introduced here to emphasize the multiplicity of duties devolving on a supervisor and the unfortunate fact that clerical work curtails to a considerable extent the time he is able to give to his schools:

[Report of 1900-1901.]

He [the supervisor] is responsible for the observance of the rules of the Board of Education by pupils, teachers, and janitors of his division; for the proper interpreting and following of the course of study by his teachers; for the care of and accounting for the text-books and supplies furnished to teachers and pupils; for the keeping in proper manner by teachers of the forms and records prescribed by the Board of Education; for promulgating the resolutions of the Board of Education; for gathering and transmitting any information required by the superintendent of schools; for grading and transferring the pupils in the schools under his charge; for visiting, examining, and improving the schools; for maintaining discipline among pupils and adjusting disagreements of whatever kind or nature arising in the schools of his division. These and many other duties related thereto are committed to the supervising principal. He is furnished an office and is required to be there from 8.30 to 9 a. m. and, unless otherwise engaged under the direction of the superintendent, from 3.30 to 4 p. m. After 9 o'clock he is, theoretically, free to visit schools, but in actual practice he is often detained far into the forenoon by imperative demands of his administrative duties, the half hour allotted to office work being insufficient for the answering of his usual official mail. He is compelled, therefore, by the nature of his administrative duties, the most time consuming being merely clerical, to spend time in his office which might be more profitably, for the schools, employed in purely educational work.

[Report of 1901-2.]

The administrative duties of a supervising principal require his attendance upon many meetings called by the superintendent, consultations with principals and teachers, the receiving of calls from parents and others, the settlement of complaints and questions of discipline, the compilation of statistics, the gathering and transmitting of school information, the promulgation and enforcement of the rules, the answering of letters, the classification of pupils, and countless other matters pertaining to requisitions for supplies and fuel, blank forms, repairs, the care of text-books, etc. The proper carrying out of these details by him does much to free the superintendent from vexatious minutiae and makes it possible for that officer to decide upon and shape the general policy of the schools, but the

amount of clerical work necessarily connected with these purely administrative matters frequently encroaches upon the more important duties of a general supervisor—his educational work.

#### MISCELLANEOUS.

*Teaching and teachers.*—The course of study adopted in 1900 has remained virtually unchanged. With few exceptions its requirements were fully carried out this year throughout the grades. Two years of work under the new course had given teachers an experience which resulted in somewhat better-directed effort this year and in some saving of time. The teaching was conscientiously and well done. The zeal of the opening weeks became the steady industry of the succeeding months. As a class our teachers are a hard-working, faithful company. The large majority of them are not content to rest on past achievements, but set up higher standards of success year by year, in the pursuit of which they spare neither time nor strength. This year saw many Saturday mornings largely given up by higher-grade teachers to special instruction in drawing in classes directed by the drawing teachers. Many lectures and grade meetings were attended cheerfully at the close of a day's duties. Teachers' circle meetings were regularly maintained, in some cases the teachers themselves electing to come together every two weeks instead of once a month. Some of the more ambitious devoted a part of their well-earned vacation to the taking of special courses in summer schools. Their devotion to duty, their painstaking labor, and their very general success entitle our teachers to a high meed of praise from all school officials and to a more complete appreciation by the community at large than it now accords them. The pay given our teachers is not commensurate with the character of the service rendered by them. From bottom to top the schedule of teachers' salaries should be raised. Both justice and policy demand this.

*Lectures.*—A feature in the history of the school year which deserves mention because of its benefits, its novelty, and its suggestiveness for the future was a "teachers' institute course" of lectures. These valuable lectures, eight in number, were given before teachers of the first eight divisions during the fall and early winter. They were delivered in the hall of the Central High School at 3 o'clock on school days, and generally with intervals of two weeks between lectures.

The project had its inception in the board of trustees of the Teachers' Annuity and Aid Association. This board assumed financial responsibility and all arrangements were made through its entertainment committee, whose members richly deserve the commendations bestowed upon them. It should be stated here that this was a purely altruistic undertaking. The end in view was professional broadening and uplift among our teaching corps. Only a nominal price was put upon the course tickets, and the limited balance above expenses was spent in printing a number of the lectures in pamphlet form for free

distribution among the teachers. The lectures were on educational subjects and the lecturers were men of prominence in the literary and educational world. Few of those privileged to secure tickets failed to attend.

To thoughtful teachers, ambitious to better themselves in their chosen work, the lasting benefit resulting from such mental contact can not be gauged. The Board of Education, by formal resolution adopted, recognized the great value of professional lectures by leaders in educational thought, approved the action of the board of trustees of the Teachers' Association in inaugurating such a course of lectures, and commended the professional spirit exhibited by the teachers in organizing and maintaining them at their own expense.

I know of no way by which \$1,000 could do greater good to our schools than by providing annually for such lectures, so planned that their help could come within the reach of all public school teachers. It is impracticable to continue year after year the plan which was so successful this year. It is practicable to seek to have an item providing for professional lectures inserted in the next appropriation act. Would this be asking too much in behalf of teachers who almost universally are earnest in desiring to improve themselves?

A list of lecturers and their subjects follows:

William T. Harris, LL. D., "How the child in a good school develops out of mere imitation into genuine originality."

Charles A. McMurray, Ph. D., "The harmony of opposing tendencies in education."

Hamilton W. Mabie, LL. D., "Idealism in American life."

C. Alphonso Smith, Ph. D., "The novel in America."

Franklin T. Baker, A. M., "The teaching of English."

G. Stanley Hall, LL. D., (1) "The child," (2) "Psychology and education."

John Dewey, Ph. D., "Attention and education."

The medical committee of the Board of Trade showed its interest in the public schools by arranging for a number of lectures on hygiene, contagious diseases, and allied subjects by leading physicians of the city. One lecture was given in each kindergarten room to mothers of kindergarten and primary-grade children, three were delivered before the normal schools, and two before grade teachers. These lectures occurred in April and May. They were eminently practical, were adapted to the lay mind, and must have done much good.

While speaking of lectures it seems proper to call attention to the fact that at present the schools possess no assembly hall large enough to seat all the teachers in our public schools.

*Some matters of sanitation.*—The engineer department has made pleasing improvement in a number of school buildings by placing therein attractive drinking fountains on both first and second floors. The announcement that this work is to be continued and that the style of fountain to be used hereafter will do away with the need of cup or

glass, the child drinking directly from a constantly bubbling stream, is gratifying to all familiar with the working of the new fountain and awake to the possible dangers of the public drinking cup. In some of the older buildings this plumbing work included the installing of new and thoroughly modern toilet conveniences. Lavatories appear as a part of the toilet equipment in all the new buildings and in those in which new closets have been put recently. Lavatories suggest towels. Considerable sums of money are annually spent for towels and for laundering the same in the District offices, not to mention the Departments of the General Government. It seems to the writer that our schools have reached a stage when it is proper to supply them with towels and to provide for washing the same from the public fund. Going further, I hope the time is not far distant when the experiment can be made of baths in the schools of some of the poorer sections of the city.

Before the opening of the schools eight or ten of the older two-furnace buildings were provided with fans, which proved a material aid both in heating and in ventilating the rooms.

*Text-books.*—The practice of furnishing all regular text-books in full sets was continued to the satisfaction and good of all concerned. The use of several series of books was extended in the grades. Thus sixth grades were given a reading book, fifth and first grades an additional reading book, second grades a music reader, and eighth grades an additional music reader. The eighth grades were furnished a book to aid in teaching composition and several pamphlets tracing the history of our local government. Their traveling libraries also received additions toward the close of the year. The literature of the seventh grades received a welcome addition. All the above-named books were issued in full sets. Additional reference books in geography were placed in the eighth and fourth grades and a few commercial geographies went to the seventh grades. Eighth grades received a few copies of a patriotic reader. Third grades were given a desk copy of a book on bird life, and second grades one on nature study. In connection with the work on drawing desk copies of Greek sculpture and pictures were supplied to eighth grades. The Raphael and the Millet books, in use last year in the eighth and seventh grades, respectively, were transferred to seventh and sixth grades. Half sets of dictionaries in the eighth grades were converted into whole sets, and quarter sets into half sets in the fourth grades. An unabridged dictionary of recognized authority was provided for every class not previously supplied down to and including the third grades. Many maps were procured and issued to building principals for general use.

The schools have probably never been so well supplied with maps as now, and, beyond all doubt, they are more generously equipped with dictionaries than ever before. These are highly gratifying facts, for maps and dictionaries are essential tools in school craft.

*School gardens.*—Something of an impetus was given to the matter

of school gardens. Of course every kindergarten had one. Among the grade schools more efforts were made than heretofore, but the lateness of the spring prevented some of these new gardens from making as fine a showing at the close of the term as had been hoped. In some instances interested pupils and their teachers reported regularly, after the coming of vacation, to care for the growing plants. One of the best gardens was made by boys from a near-by school on ground in the propagating gardens of the Department of Agriculture—an experiment made possible through the courtesy of the Department officials. Much more has been accomplished in gardening than appears in the shape of school gardens. The activity in this field was begun, logically, in the normal school, where marked interest has been developed during the last two years. Thus far the material results from this interest show in few places outside the homes of these normal students. As they become teachers the influence will be reflected in schoolrooms, school yards, and the homes of pupils.

*Telephones.*—Much satisfaction is felt in the fact that within the next year telephones are to be put into all school buildings within the fire limits. While the appropriation that makes this possible results from a suggestion of the head of the fire department and has the safety of school buildings primarily in view, all that is possible should be done to make these telephones promote the efficiency of school administration. There is some fear lest with the large increase in the number of school telephones the men at the District switch board may be unable to give supervisors' offices the prompt service they so much need, especially during the first hour of the morning. To make direct connection between all the buildings of a division and the supervisor's office is perhaps too ideal a proposition for immediate consideration. We hope at least that no loss in promptness of service will result from this extension of lines.

*Fire drills.*—Weekly fire drills were continued in the schools from the beginning to the end of the year. These drills are prompt, systematic, and orderly dismissals of all in a building by a special signal, always understood to mean fire drill. It was the practice to give the signal without previous warning and to vary the day and the hour. The purpose is to teach the children instant obedience, precision of movement, steadiness, and confidence. In the best schools, at least, these lessons are made to have a daily disciplinary value. In the face of a real emergency the giving of the recognized signal would probably cause the speedy emptying of a building without a general knowledge of existing danger.

*Truancy law and vacation schools.*—The supervising principals take this opportunity to place themselves on record as favoring the enactment of an effective truancy law and the reopening of vacation schools under Congressional appropriation.

*Coal supply.*—The question of a coal supply for our school buildings gave serious concern from the early days of the prolonged coal

strike until midwinter or later. Only the closest watchfulness and the judicious distribution of shipments of coal in comparatively small quantities to buildings in immediate need prevented the necessity of closing schools. To those whose activity secured the coal and to those who superintended its distribution much credit is due.

*Danger from fire.*—Serious damage in a school building, caused by fire which originated in an adjoining frame building, gives special emphasis to the fact that a considerable number of school buildings are more or less menaced by the nearness of wooden structures and sharply points the need of good-sized building lots for schools, not only to give proper light, good air, and playgrounds, but also for the greater security of life and property.

Concluding, let me voice the appreciation of the entire supervisory corps for the uniform courtesy accorded them by you and your assistants and express their sincere thanks for wise counsel and advice.

Very respectfully,

E. G. KIMBALL.

Mr. A. T. STUART,

*Superintendent of Schools.*

FIRST DIVISION.

TABLE I.—*Showing location of buildings and distribution of schools by buildings.*

School and location.	Eighth grade.		Seventh grade.		Sixth grade.		Fifth grade.		Fourth grade.		Third grade.		Second grade.		First grade.		Kindergarten.		Total.		Schoolrooms.		Number of teachers.	
Franklin, Thirteenth and K streets NW	2	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	13	17	10	10	17	10	10	10
Dennison, S street NW, between Thirteenth and Fourteenth	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	10	12	12	12	12	12	12	12
Force, Massachusetts avenue, between Seventeenth and Eighteenth NW	2	2	2	1	1	1	1	1	2	1	1	1	1	1	1	1	12	12	12	12	12	12	12	12
Adams, R street, between Seventeenth and Eighteenth NW	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	8	8	8	8	8	8	8	8
Berret, Fourteenth and Q streets NW	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	8	8	8	8	8	8	8	8
Harrison, Thirteenth street, between V and W streets NW	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	12	12	12	12	12	12	12	12
Pheips, Vermont avenue, between T and U streets NW	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	8	8	8	8	8	8	8	8
Thomson, Twelfth street, between K and L streets NW	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	9	8	8	10	8	8	8	10
Johnson, Mount Pleasant	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	6	3	3	6	3	3	3
Johnson Annex, Mount Pleasant	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	8	8	8	8	8	8	8	8
Hubbard, Kenyon street, between Eleventh and Twelfth streets NW	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	4	2	2	2	2
Morgan, California avenue and Eighteenth street NW	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	9	8	9	8	8	8	8	9
Whole number of schools:																	7	8	8	8	8	8	8	8
1903	11	11	12	11	11	12	12	12	12	12	12	12	12	12	12	11	5	96	108	100	100	100	100	100
1902	11	11	11	12	11	10	10	10	10	10	10	10	10	10	10	11	4	92	100	95	95	95	95	95

<sup>a</sup> Eight practice schools under supervision of four normal teachers.

<sup>b</sup> One room used by normal school and three for other purposes.

<sup>c</sup> One room used for cooking and one room for cutting and fitting school.

<sup>d</sup> One room used for cooking school.

<sup>e</sup> One room used for cooking school and two rooms for manual training.

<sup>f</sup> One room used for cooking school, one for manual training, and one for cutting and fitting class.

<sup>g</sup> Including assistant to principal and assistant kindergarten teacher.

<sup>h</sup> Including assistant kindergarten teacher.

<sup>i</sup> Including assistant to principal.

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Franklin	Steam	Excellent <sup>a</sup>	Fair	Good	Excellent <sup>c</sup>	Insufficient	Owned.
Thomson	Furnace	Good	do	Fair	Insufficient	Small	Do.
Adams	do	Excellent	Excellent	Excellent	Excellent	Excellent	Do.
Dennison	Steam	do	do	Good	do	do	Do.
Force	do	do	Fair	Excellent	do	Small	Do.
Harrison	Furnace	do	do	do	do	do	Do.
Phelps	do	do	do	do	Fair <sup>a</sup>	do	Do.
Berret	do	Good	do	do	do	Insufficient	Do.
Johnson	do	Excellent	Fair	Good	Good	Fair	Do.
Johnson Annex	Stoves	Good	Poor	None <sup>b</sup>	None	do	Do.
Hubbard	Furnace	Excellent	Good	Excellent	Excellent	Excellent	Do.
Morgan	do	do	do	do	do	do	Do.

<sup>a</sup>Five rooms poor.<sup>b</sup>See Johnson School.<sup>c</sup>Boys' play rooms insufficient.TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grades of half-day schools, 1903.
	1903.	1902.	
Force			7
Adams			2
Phelps		2	2
Hubbard		2	2,2
Total		4	11

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
			1903.	1902.	1903.	1902.	1903.	1902.	Based on whole enrollment, 1903.	Based on average enrollment, 1903.
	1903.	1902.	1903.	1902.	1903.	1902.	1903.	1902.		
Eighth	11	11	507	470	432	406	406	382	46.0	39.2
Seventh	11	11	457	449	398	389	374	379	41.5	36.1
Sixth	12	11	500	494	431	420	403	395	41.6	35.9
Fifth	11	12	486	499	412	433	381	407	44.1	37.4
Fourth	11	11	457	463	384	391	362	367	41.5	35.1
Third	12	10 <sup>1</sup>	506	471	427	395	394	372	42.1	35.5
Second	12	10 <sup>1</sup>	503	452	421	415	389	386	41.9	35.0
First	11	11	587	576	430	449	393	410	53.3	39.0
Kindergarten	5	4	235	203	146	125	127	109	47.0	29.2
Total	96	92	4,238	4,077	3,484	3,433	3,229	3,207	44.1	36.2

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percent-age of attendance, 1903.	Tardi-ness of teachers, 1903.	Cases of tardiness.		Substitute service.	
			1903.	1902.	1903.	1902.
September	96.9	3	116	112	4.5	15.5
October	95	5	648	509	17.5	56.5
November	94.2	10	523	676	27	20.5
December	92.4	24	709	626	39.5	25.5
January	92.1	21	798	989	71	51
February	90.3	21	649	779	102.5	50.25
March	90.7	15	564	487	94	20.5
April	92.7	11	403	573	68	38
May	92.1	19	616	522	23.5	40.5
June	93.5	8	287	270	10.5	33.5
Total			137	5,313	5,543	458
						351.75

TABLE VI.—*Showing number of graduates from Washington Normal School, other normal schools, colleges, and nongraduates.*

Washington Normal School.....	65
Other normal schools.....	7
Colleges.....	3
Kindergartens.....	10
Nongraduates.....	15
<hr/>	
Total.....	100

## SECOND DIVISION.

TABLE I.—*Showing location of buildings and distribution of schools by buildings.*

School and location.	Eight grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Abbot, corner of Sixth and L streets NW.....	1	2	1	1	1	1	1	1	...	9	69	9
Seaton, I, between Second and Third streets NW.....	1	1	1	1	1	2	2	2	1	12	12	12
Twining, Third, between N and O streets NW.....	1	1	1	1	1	1	1	1	1	8	8	8
Eckington, corner First and Quincy streets NE.....	1	1	1	1	1	1	1	1	1	7	8	78
Morse, R, between Fifth street and New Jersey avenue NW.....	1	1	1	1	1	1	2	2	...	10	8	10
Henry, P, between Sixth and Seventh streets NW.....	1	1	1	2	2	3	3	3	...	13	12	14
Polk, corner Seventh and P streets NW.....	1	1	1	1	1	2	2	2	1	9	8	10
Webster, corner Tenth and H streets NW.....	1	1	2	2	2	2	2	2	1	14	12	15
Emery.....	1	1	1	1	1	2	2	2	1	11	12	13
Whole number of schools:												
1903.....	8	9	10	11	11	12	14	14	4	93	89	99
1902.....	8	9	10	11	11	11	13	13	3	89	78	94

<sup>a</sup>Four practice schools under supervision two normal teachers.<sup>b</sup>One room used for girls' play room.<sup>c</sup>One room used for cooking school.<sup>d</sup>Including assistant kindergarten teacher and two normal teachers.<sup>e</sup>Including assistant.<sup>f</sup>Including assistant kindergarten teacher.TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms	Yards.	Owned or rented.
Abbot.....	Furnace	Good	Fair	Good	None	None	Owned.
Seaton.....	Steam	Excellent	Poor	Poor	Good	Good	Do.
Twining.....	Furnace	do	Good	do	do	do	Do.
Eckington.....	do	do	do	Good	do	Insufficient	Do.
Morse.....	do	do	do	Fair	do	Good	Do.
Henry.....	Steam	do	Poor	do	do	do	Do.
Polk.....	Furnace	do	Good	Good	Fair	do	Do.
Webster.....	Steam	do	Poor	do	do	do	Do.
Emery.....	do	do	Good	do	do	None	Do.
<sup>a</sup> 624-626 O street NW.....				Excellent	Good	Good	Rented.
<sup>b</sup> 605-609 O street NW.....							Do.

<sup>a</sup>Used for manual training.<sup>b</sup>Used for cooking.

TABLE III.—*Showing half-day schools.*

Building.	Half-day schools.		Grades of half-day schools, 1903.	Number above second grade, 1903.
	1903.	1902.		
Abbot	2	2		1,2
Seaton	2			3,3
Eckington		10		2
Morse	4	4		
Henry	2	2		2,2
Polk	2	4		1,1
Webster	4	4	1,1,2,2	
Total	16	26		2

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1903.	1902.	1903.	1902.	1903.	1902.	1903.	1902.	Based on whole enrollment.	Based on average enrollment.
									1903.	1902.
Eighth	8	8	379	329	320	288	305	279	47.3	40.0
Seventh	9	9	409	415	363	368	343	351	45.4	43.6
Sixth	10	10	489	448	429	394	403	371	48.9	42.9
Fifth	11	11	519	493	461	434	432	413	47.1	41.9
Fourth	11	11	528	531	469	459	439	431	48	42.6
Third	12	11	569	521	506	445	471	420	47.4	42.1
Second	14	13	604	572	529	508	490	476	42.8	37.7
First	14	13	660	648	512	519	469	476	47.1	36.5
Total	89	86	4,157	3,957	3,589	3,415	3,452	3,217	46.7	40.3
Kindergarten	4	3	218	181	149	125	131	109	54.5	37.2
Total	93	89	4,375	4,138	3,738	3,540	3,583	3,326	47	40

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percent- age of attend- ance, 1903.	Tardi- ness of teachers, 1903.	Cases of tardiness.		Substitute service.	
			1903.	1902.	1903.	1902.
September	97.5	2	65	46	15.0	13.5
October	93.4	19	470	385	37	77
November	94.5	13	377	430	19	38
December	93.2	19	591	469	30.5	16
January	93.2	18	687	682	117	62
February	91.4	11	506	674	116.5	52.5
March	91.3	9	496	407	155	37.5
April	92.7	4	326	455	112.5	33
May	92.4	3	440	465	106	36.5
June	93.8	5	204	206	31.5	24.5
Total		103	4,162	4,219	740	390.5

TABLE VI.—*Showing number of graduates from Washington Normal School, other normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School	73
Other normal schools	3
Colleges	3
Kindergartens	8
Nongraduates	12
Total	99

## THIRD DIVISION.

TABLE I.—*Showing location of buildings and distribution of schools by buildings.*

School and location.	Eight grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Peabody, Fifth and C streets NE	1	2	2	3	2	2	1	1	1	15	12	17
Hilton, Sixth, between B and C streets NE	1	1	1	1	1	1	1	1	1	10	8	10
Carbery, Fifth, between D and E streets NE	1	1	1	1	1	1	2	2	2	10	8	10
Maury, B, between Twelfth and Thirteenth streets NE	1	1	1	1	1	1	1	1	1	11	8	11
Towers, Eighth and C streets SE	1	1	1	1	1	1	1	1	1	10	8	10
Wallach, D, between Seventh and Eighth streets SE	1	1	1	1	1	1	1	1	1	13	14	f 14
Brent, Third and D streets SE	1	1	2	3	2	2	2	2	2	9	8	9
Lenox, Fifth, between G and Virginia avenue SE	1	1	1	1	1	1	1	1	1	10	8	10
Dent, South Carolina avenue and Second street SE	1	1	1	1	1	1	1	1	1	9	8	9
Total number of schools:												
1903	8	10	11	14	12	13	12	15	2	97	82	101
1902	8	10	11	14	12	13	11	14	2	95	82	99

<sup>a</sup> Including assistant kindergarten teacher and one assistant to principal.

<sup>b</sup> One combined first and second grade.

<sup>c</sup> One combined fourth and fifth grade.

<sup>d</sup> One combined second and third grade.

<sup>e</sup> Two rooms used for cooking school and music.

<sup>f</sup> Including assistant to principal.

<sup>g</sup> Including assistant kindergarten teacher.

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Peabody	Steam	Excellent	Excellent	Excellent	Small	Small	Owned.
Hilton	Furnace	do	do	do	do	do	Do.
Carbery <sup>a</sup>	do	do	Good	do	do	do	Do.
Maury	do	do	Fair	Poor	do	Fair	Do.
Towers <sup>a</sup>	do	do	Good	Excellent	do	Ample	Do.
Wallach	do	do	do	Fair	do	do	Do.
Brent	Steam	do	do	Poor	Poor	do	Do.
Lenox	Furnace	do	do	Good	Excellent	Small	Do.
Dent	do	do	do	Excellent	do	do	Do.
					Ample	Ample	Do.

<sup>a</sup> In Carbery and Towers boys' play rooms are used as coal vaults.

TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Number above second grade, 1903.
	1903.	1902.	
Peabody	4	5	1,2,3,3
Hilton	4	4	1,2,2,3
Carbery	4	4	1,1,2,2
Maury	4	4	1,1,1,2
Towers	6	6	1,1,2,3,3,4
Wallach	4	4	1,1,1,2
Brent	2	1	3,3
Lenox	2	3	1,2
Dent	4	4	1,2,3,3
Total	32	33	2,3
			11

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1903.	1902.	1903.	1902.	1903.	1902.	1903.	1902.	Based on whole enrollment.	Based on average enrollment.
Eighth	8	8	351	364	303	300	287	290	43.8	37.8
Seventh	10	10	414	423	368	380	352	365	41.4	36.8
Sixth	11	11	527	526	470	471	446	445	47.9	42.7
Fifth	14	14	633	616	557	558	522	524	45.2	39.8
Fourth	12	12	598	606	536	534	503	524	49.8	44.6
Third	13	13	577	572	515	512	482	481	44.3	39.6
Second	12	11	566	612	496	528	466	497	47.1	41.3
First	15	14	732	734	576	585	530	544	48.8	38.4
Kindergarten	2	2	103	96	71	75	63	68	51.5	35.5
Total	97	95	4,501	4,552	3,892	3,972	3,651	3,738	46.4	40.1

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percent- age of attendance, 1903.	Cases of tardi- ness.		Tardi- ness of teachers, 1903.	Substitute service.	
		1903.	1902.		1903.	1902.
September	97.5	41	36	3	34.0	23.5
October	95.2	249	226	7	133.5	86.0
November	94.5	264	267	19	98.0	47.5
December	93.0	273	233	20	96.0	27.0
January	92.7	366	336	21	100.5	70.5
February	91.9	233	264	22	54.5	115.0
March	92.6	231	190	10	28.5	73.0
April	93.8	156	212	17	46.5	76.5
May	93.3	213	234	13	22.5	84.5
June	94.6	90	122	13	12.5	45.0
Total		2,116	2,120	145	626.5	648.5

TABLE VI.—*Showing number of graduates from Washington Normal School, other normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School	76
Other normal schools	5
Colleges	1
Kindergartens	4
Nongraduates	15
Total	101

## FOURTH DIVISION.

TABLE I.—*Showing location of buildings and distribution of schools by buildings.*

School and location.	Eighth grade.		Seventh grade.		Sixth grade.		Fifth grade.		Fourth grade.		Third grade.		Second grade.		First grade.		Kindergarten.		Schoolrooms.		N. number of teachers.		
	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	
Jefferson, Sixth and D streets SW	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	1	1	15	16	20	21	11
Amidon, Sixth and F streets SW			1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	10	10	8	8	11
Smallwood, I street, between Third and Four-and-a-half streets SW	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	9	8	8	9	9
Sayles J. Bowen, Third and K streets SW			1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	8	8	8	8	8
Greenleaf, Four-and-a-half street, between M and N streets SW																							
Bradley, Thirteen-and-a-half street, between C and D streets SW			1	1	1	2	1	2	1	2	1	2	1	2	1	2	1	2	9	8	9	9	9
Arthur, Arthur place NW			1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	10	8	8	10	10
McCormick, Third street, between M and N streets SE																							
Potomac, Twelfth street, between Maryland avenue and E street SW																			6	4	4	6	6
Total number of schools:																			4	4	4	4	4
1903	5	6	8	9	12	14	13	15	12	13	15	12	13	15	12	13	15	12	84	76	87		
1902	5	6	8	8	11	11	15	15	12	12	15	12	12	15	12	12	15	12	81	76	84		

<sup>a</sup>One room used as office for supervising principal and one for cooking school.<sup>b</sup>Including assistant to principal and assistant kindergarten teacher.<sup>c</sup>Including assistant kindergarten teacher.<sup>d</sup>One combined first and second grade.<sup>e</sup>One combined second and third grade.TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventila- tion.	Water- closets.	Play rooms.	Yards.	Owned or rented.
Jefferson	Steam	Excellent <sup>a</sup>	Fair	Excellent	Excellent	Excellent	Owned
Amidon	Furnace	do	Excellent	Fair	do	Small	Do.
Smallwood	do	do	do	Excellent	Small	do	Do.
Sayles J. Bowen	Steam	Insuffi- cient	do	do	Good	do	Do.
Greenleaf	Furnace	Excellent	do	do	Small	Small	Do.
Bradley	do	do	do	do	do	do	Do.
Arthur	do	do	do	do	Good	Excellent	Do.
McCormick	do	do	Fair	Poor	None	do	Do.
Potomac	Stoves	do	do	do	do	Small	Do.
494 Maryland avenue SW, <sup>b</sup>							Rented.

<sup>a</sup>Eight rooms insufficient.<sup>b</sup>Used for manual training.TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grades of half-day schools, 1903.	Number above second grade, 1903.
	1903.	1902.		
Jefferson	2	2	2, 2	
Amidon	4	4	1, 2, 2	
Smallwood	2	2	1, 1	
Greenleaf	2	2	1, 1	
Bradley	2	2	1, 1	
Arthur	4	4	1, 1, 2, 3	1
McCormick	4	4	1, 1, 2, 3	1
Total	20	18		2

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1903.	1902.	1903.	1902.	1903.	1902.	1903.	1902.	Based on whole enrollment.	Based on average enrollment.
Eighth.	5	5	209	231	179	201	180	192	41.8	35.8
Seventh	6	6	265	251	238	215	225	204	44.1	39.6
Sixth	8	8	372	340	325	298	306	279	46.5	40.6
Fifth	9	8	473	447	410	395	384	371	52.5	45.5
Fourth	12	11	568	581	493	513	457	479	47.3	41
Third	14	11	616	615	540	541	501	505	44	38.5
Second	13	15	619	628	539	551	494	514	47.6	41.4
First	15	15	827	840	644	669	585	611	55.1	42.6
Total	82	79	3,949	3,933	3,368	3,383	3,132	3,155	48.1	41
Kindergarten	2	2	108	104	73	72	61	62	54	36.5
Grand total	84	81	4,057	4,037	3,441	3,455	3,193	3,217	48.2	40.9

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percent- age of attendance, 1903.	Cases of tardi- ness.		Tardi- ness of teachers, 1903.	Substitute service.	
		1903.	1902.		1903.	1902.
September	97.3	38	28	6	14	8
October	93.5	320	308	7	55.5	29.5
November	93.6	346	391	6	44.5	33.5
December	91.9	407	353	5	32.5	37.5
January	91.6	446	502	15	76	40
February	90.7	339	352	19	57.5	24.5
March	91.9	315	285	6	88.5	62
April	92.5	250	223	4	54.5	60
May	91.8	320	266	9	47.5	61
June	94	122	141	6	44	29.5
Total		2,903	2,849	83	514.5	385.5

TABLE VI.—*Showing number of graduates from Washington Normal School, other normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School	63
Other normal schools	7
Colleges	1
Kindergartens	4
Nongraduates	12
Total	87

## FIFTH DIVISION.

TABLE I.—*Showing location of buildings and distribution of schools by buildings.*

School and location.		Eighth grade.		Seventh grade.		Sixth grade.		Fifth grade.		Fourth grade.		Third grade.		Second grade.		Kindergarten.		Total.		Rooms.		Number of teachers.	
Jackson, U street, between Thirtieth and Thirty-first streets		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	8	8	8	8		
Grant, G street, between Twenty-first and Twenty-second streets		1	1	1	2	1	2	2	3	1	1	1	1	1	1	1	1	13	12	14	14		
Curtis, O street, between Thirty-second and Thirty-third streets		1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	9	8	9	9		
Addison, P street, between Thirty-second and Thirty-third streets		1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	9	8	10	10		
Fillmore, Thirty-fifth street, near U street		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	8	8	8	8		
Weightman, M and Twenty-third streets		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	9	8	9	9		
Corcoran, Twenty-eighth street, near M street		1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	9	8	9	9		
Threlkeld, Thirty-sixth street and Prospect avenue																							
Toner, Twenty-fourth and F streets																		5	4	5	5		
Industrial Home, Wisconsin avenue																		1	8	9	9		
Reservoir, Conduit road																		3	4	4	4		
Conduit Road, Conduit road																		4	4	1	1		
Whole number of schools:																							
1903		7	7	10	10	13	11	12	12	14	12	14	12	12	12	12	12	86	81	89	89		
1902		8	7	9	11	11	12	10	10	16	12	16	12	12	12	12	12	86	89	89	89		

<sup>a</sup> Includes assistant to principal.<sup>b</sup> Includes assistant kindergarten teacher.<sup>c</sup> Includes one first and second grade.<sup>d</sup> Includes one third and fourth grade.<sup>e</sup> Includes fourth, fifth, and sixth grades.<sup>f</sup> Includes second and third grades.<sup>g</sup> One room not used.<sup>h</sup> Includes seventh and eighth grades.<sup>i</sup> Includes fifth and sixth grades.<sup>j</sup> Includes first, second, third, and fourth grades.TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Jackson	Furnace	Excellent	Excellent	Excellent	Excellent	Good	Owned.
Grant	Steam	do	do	do	do	do	Do.
Addison	Furnace	do	do	Good	do	do	Do.
Weightman	do	do	do	Excellent	do	do	Do.
Corcoran	do	do	do	do	do	do	Do.
Fillmore	do	do	do	do	do	do	Do.
Toner	do	do	do	do	do	do	Do.
Threlkeld	Stoves	do	Fair	Fair	Poor	Fair	Do.
Industrial Home	Steam	do	do	Good	do	Excellent	(a)
Curtis	do	do	Excellent	do	Excellent	do	Owned.
High Street <sup>b</sup>	do	do	Poor	Poor	do	do	Do.
Reservoir	Stoves	do	Good	do	do	do	Do.
Conduit	do	do	do	do	None	Fair	Do.
720 Twenty-fourth street. <sup>b</sup>							Rented.

<sup>a</sup> Neither owned nor rented.<sup>b</sup> Used for manual training.

TABLE III.—*Showing half-day schools.*

Name of school.	Half-day schools.		Grades of half-day schools.
	1903.	1902.	
Curtis.....	2	2	1,2
Addison.....	2	2	1,2
Threlkeld.....	2	2	1,2
Corcoran.....	2	2	1,1
Weightman.....	2	2	1,2
Grant.....	2	2	2,2
Toner.....	2	2	—
Total.....	12	14	—

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number per teacher.	
	1903.	1902.	1903.	1902.	1903.	1902.	1903.	1902.	Based on whole enrollment.	Based on average enrollment.
									1903.	1902.
Eighth.....	7	8	283	295	234	238	221	223	40.4	33.4
Seventh.....	7	7	314	302	268	249	249	233	44.7	38.2
Sixth.....	10	9	385	395	337	336	311	311	38.5	33.7
Fifth.....	10	11	443	476	386	416	370	392	44.3	39.6
Fourth.....	13	11	528	501	449	426	414	398	40.6	34.5
Third.....	11	12	503	514	438	452	405	421	45.7	39.8
Second.....	12	10	534	531	455	461	421	429	44.5	37.9
First.....	14	16	689	705	539	583	489	526	49.2	38.5
Kindergarten.....	2	2	124	124	77	78	67	70	62	38.5
Total.....	86	86	3,803	3,903	3,193	3,239	2,947	3,003	44.1	37.1

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percentage of attendance.	Tardiness of teachers.	Cases of tardiness.		Substitute service.	
			1903.	1902.	1903.	1902.
September.....	97.4	2	56	82	1	15
October.....	94.6	4	496	532	27.5	54 $\frac{1}{2}$
November.....	93.7	6	477	512	38	9
December.....	92.5	13	549	549	34	17 $\frac{1}{2}$
January.....	91.7	9	635	758	49.5	50
February.....	90.2	7	490	724	64	24
March.....	90.1	8	465	416	64.5	44 $\frac{1}{2}$
April.....	92.7	11	403	425	68	30
May.....	91.2	12	580	499	31.5	16
June.....	93.5	7	215	229	15.5	6 $\frac{1}{2}$
Total.....	—	79	4,406	4,726	398.5	267

TABLE VI.—*Showing number of graduates from Washington Normal School, other normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School.....	64
Other normal schools.....	2
Colleges.....	1
Kindergartens.....	4
Nongraduates.....	18
Total.....	89

## SIXTH DIVISION.

TABLE I.—*Showing location of buildings and distribution of schools by buildings.*

Name and location.	Eighth grade.		Seventh grade.		Sixth grade.		Fifth grade.		Fourth grade.		Third grade.		Second grade.		First grade.		Kindergarten.		Total.		Schoolrooms.		Number of teachers.	
	1	1	1	2	2	2	2	1	1	2	2	2	2	1	1	2	1	13	12	15	8	10	8	10
Gales, First and G streets NW.....	1	1	1	2	2	2	2	1	1	2	2	2	2	1	1	2	1	13	12	15	8	10	8	10
Blake, North Capitol street, between K and L streets NW.....	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	10	8	10	8	10	8	10
Hayes, Fifth and K streets NE.....	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	11	8	11	8	11	8	11
Blair, I street, between Sixth and Seventh streets NE.....	1	1	2	1	1	1	1	1	1	2	2	2	2	2	2	2	1	10	8	10	8	10	8	10
Taylor, Seventh street, near G street NE.....	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	12	8	12	8	12	8	12
Madison, Tenth and G streets NE.....	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	12	8	12	8	12	8	12
Pierce, G and Fourteenth streets NE.....	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	11	8	11	8	11	8	11
Webb, Fifteenth and Rosedale streets NE.....	1	1	2	1	1	1	1	1	1	2	2	2	2	2	2	2	2	12	8	12	8	12	8	12
Kindergartens:																								
Eighth and I streets NE.....																		1	1	1	1	1	1	f2
900 Maryland avenue NE.....																		1	1	1	1	1	1	f2
1201 Maryland avenue NE.....																		1	1	1	1	1	1	f2
Whole number of schools:																								
1903.....	7	7	9	11	13	13	13	15	15	15	15	15	15	15	15	15	4	94	71	99	72	96	72	96
1902.....	7	7	9	10	12	13	13	14	15	15	15	15	15	15	15	15	4	91	72	96	72	96	72	96

<sup>a</sup> One mixed second and third grade.<sup>b</sup> One room used for manual training.<sup>c</sup> Including assistant to the principal and an assistant kindergarten teacher.<sup>d</sup> One mixed third and fourth grade.<sup>e</sup> One mixed first and second grade.<sup>f</sup> Including assistant kindergarten teacher.TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventila- tion.	Water- closets.	Play rooms.	Yards.	Owned or rented.
Gales.....	Steam.....	Excellent.....	Good.....	Excellent.....	Fair.....	Parking.....	Owned.....
Blake.....	Furnace.....	do.....	do.....	do.....	Excellent.....	Ample.....	Do.....
Hayes.....	do.....	do.....	do.....	do.....	do.....	Boys' ample.....	Do.....
Blair.....	do.....	do.....	do.....	do.....	do.....	small.....	Do.....
Taylor.....	do.....	do.....	do.....	do.....	do.....	Ample.....	Do.....
Madison.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.....
Pierce.....	do.....	do.....	do.....	do.....	do.....	Small.....	Do.....
Webb.....	do.....	do.....	do.....	do.....	do.....	Girls' ample.....	Do.....
900 Maryland avenue NE.....	do.....	Good.....	Fair.....	Fair.....	None.....	small.....	Rented.....
1201 Maryland avenue NE.....	do.....	do.....	do.....	do.....	do.....	Ample.....	Do.....
Eight and I streets NE.....	Stoves.....	Excellent.....	do.....	do.....	do.....	None.....	Do.....
Northeast Industrial.....	Furnace.....	do.....	Good.....	Good.....	do.....	do.....	Do.....

TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grades of half-day schools, 1903.		Number above second grade.	
	1903.	1902.	1903.	1902.	1903.	1902.
Gales		4	4	1,1,2,2-3		1
Blake		4	4	1,1,2,2		1
Hayes		6	4	1,1,2,2,3,3-4		2
Blair		4	4	1,1-2,2,3		1
Taylor		8	6	1,1,2,2,3,3,4,4		4
Madison		8	6	1,1,2,2,3,3,4,4		2
Pierce		6	6	1,1,2,2,3,3		2
Webb		8	6	1,1,2,2,3,3,4,4		2
Total			48	40		18
						11

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1903.	1902.	1903.	1902.	1903.	1902.	1903.	1902.	Based	Based
									on whole enrollment.	on average enrollment.
Eighth	7	7	326	304	279	254	267	243	46.5	39.8
Seventh	7	7	317	304	275	269	259	257	45.2	39.2
Sixth	9	9	413	429	356	365	333	344	45.8	39.5
Fifth	11	10	546	533	465	454	434	422	49.6	42.2
Fourth	13	12	586	593	514	511	476	477	45	39.5
Third	13	13	541	577	471	503	442	467	41.6	36.6
Second	15	14	608	556	533	497	496	465	40.5	35.5
First	15	15	608	743	528	606	485	555	44.5	35.2
Total	90	87	4,005	4,639	3,421	3,459	3,162	3,220	44.5	38
Kindergarten	4	4	224	231	144	155	128	134	56	36
Grand total	94	91	4,229	4,270	3,565	3,614	3,320	3,364	44.9	37.9

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, absence and tardiness of teachers.*

Month.	Percent-age of attendance.	Tardi-ness of teachers.	Cases of tardiness.		Substitute service.	
			1903.	1902.	1903.	1902.
September	97.5	5	77	46	15	19
October	95.2	11	435	482	34	29
November	94.3	14	400	526	27	25
December	92.3	13	485	360	30	18
January	92.6	15	553	536	26.5	87 $\frac{1}{2}$
February	91.5	7	376	509	53.5	93
March	91.9	3	386	361	84.5	16
April	92.5	7	271	343	50.5	18
May	91.7	7	358	425	43	19
June	93.9	2	154	214	29	10
Total			84	3,495	3,802	401
						334 $\frac{1}{2}$

TABLE VI.—*Showing number of graduates from Washington Normal School, other normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School	80
Other normal schools	3
Colleges	0
Kindergartens	8
Nongraduates	8
Total	99

## SEVENTH DIVISION.

TABLE I.—*Showing location of buildings and distribution of schools by buildings.*

School and location.	Eighth grade.		Seventh grade.		Sixth grade.		Fifth grade.		Fourth grade.		Third grade.		Second grade.		First grade.		Kindergarten.		Total.		Schoolrooms.		Number of teachers.			
<b>WHITE.</b>																										
Brightwood, Brightwood, D. C.	1	6-7		4-5			1	1	1	1	1	1	6	<sup>a</sup> 8									6			
Brookland, Brookland, D. C.	1	1	1	1	1	2-3	1	1	1	1	1	1	9	<sup>b</sup> 8									c10			
Brookland hall, Brookland, D. C.							3-4							1	1								1		1	
Chevy Chase, Chevy Chase, D. C.		8		5-6		3-4		1-2		1			5	4									5			
Hamilton, Bladensburg road, D. C.		5-8				3-4		1-2					3	4									3			
Langdon, Langdon, D. C.		6-8			4-5		2-3			1		4	4	4	4								4		4	
Monroe, Steuben street N.W., between Brightwood and Sherman avenues		1	6-7		1	1	2-3	1-2	1	1	1	9	8										c10			
Petworth				5-6		3-4		1-2					3	4									4		3	
Takoma, Takoma, D. C.		7-8		5-6		3-4	3-3			1			5	4									5			
Tenley, Tenley, D. C.		1	6-7		1	1	2-3	1	2				9	<sup>d</sup> 8									9			
Woodburn, corner Blair and Riggs roads, D. C.		6-8			4-5		2-3		1		4	4	4	4									4		4	
<b>WHOLE NUMBER OF SCHOOLS:</b>																										
1903	9	4	4	6	8	9	7	9	2	58	57	57	60													
1902	6	5	3	6	6	7	8	8	2	51	52	52	53													
<b>COLORED.</b>																										
Bruce, Marshall street N.W., between Brightwood and Sherman avenues		6-8		4-5	3-4		1	1	1	1	1	1	6	<sup>b</sup> 8									c7			
Bunker Hill road, near Brookland							1-3						1	1										1		1
Chain Bridge road, near Conduit road					1-6								1	1										1		1
Grant road, near Tenley				4-7			2-3		1				3	2									3		3	
Ivy City, Ivy City, D. C.				4-7		2-3		1					3	2									3		3	
Military road, near Brightwood, D. C.				4-7		1-3							2	2									2		2	
Mott, Sixth and Trumbull streets N.W.		1	1	1	4-5	1-2	3-3	1-2	2				12	<sup>c</sup> 10									12			
Orphans' Home, Eighth street extended					3-5		1-2		2				2	2									2		2	
Wilson, Central avenue N.W., between Erie and Superior streets		1	6-7		4-5		1	1	2	1	8	8	8	8									c9			
<b>WHOLE NUMBER OF SCHOOLS:</b>																										
1903	3	3	3	6	2	7	5	5	1	32	32	32	40													
1902	2	4	3	5	3	5	6	6	1	37	37	37	39													

<sup>a</sup>One room used for manual training and one for cooking.<sup>b</sup>One room used for cooking and one for cutting and fitting class.<sup>c</sup>Including assistant kindergarten teacher.<sup>d</sup>One room used for cooking school.<sup>e</sup>One room used for manual training.TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented
Brightwood	Steam	Excellent	Poor	Excellent	Good	Fair	Owned
Brookland	do	do	Fair	do	Poor	do	Do
Brookland hall	Stoves	Good	do	Poor	None	Fair	Rented
Brookland M. T.	do	Fair	do	Excellent	Excellent	Good	Owned
Bruce	Furnace	Excellent	Good	Excellent	Excellent	Good	Do
Bunker Hill road	Stoves	Good	Poor	Poor	None	do	Do
Chain Bridge road	do	Poor	do	do	do	do	Do
Chevy Chase	do	Good	do	Fair	Excellent	Fair	Do
Grant road	do	Fair	do	Poor	None	Good	Do
Hamilton	do	do	do	Fair	do	do	Do
Ivy City	do	Good	do	Poor	do	Poor	Do
Langdon	do	Excellent	Good	Fair	Fair	Good	Do
Military road	do	Fair	Poor	Poor	None	Excell	Do
Monroe	Furnace	Excellent	Fair	Good	Excellent	Fair	Do
Mott	Stoves	Fair <sup>a</sup>	Poor	Fair	None	do	Do
Orphans' Home	Furnace	Excellent	Fair	Excellent	Excellent	Good	(b)
Petworth	do	do	do	do	do	Good	Owned
Takoma	Steam	Fair	Poor	Poor	Excellent	Fair	Do
Tenley	Furnace	Excellent	Fair	Excellent	Excellent	Poor	Do
Wilson	Stoves	do	do	Fair	do	Excellent	Do

<sup>a</sup>Except two rooms in which the light is poor.<sup>b</sup>Neither owned nor rented.

TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grade of half-day schools.	Number above second grade, 1903.
	1903.	1902.		
Chevy Chase	2	—	1,1-2	—
Brookland	2	2	1,2	—
Grant road	2	2	1,2-3	1
Ivy City	2	2	1,2-3	1
Monroe	2	2	1,1-2	—
Mott	6	4	3,3-2,2,2,1,1	2
Takoma	2	2	1,2-3	1
Tenley	2	2	1,2	—
Total	20	16	—	5

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1903	1902	1903	1902	1903	1902	1903	1902	Based on whole enrollment.	Based on average enrollment.
									1903	1902
<b>WHITE.</b>										
Eighth	9	6	167	221	149	192	140	177	18.5	16.5
Seventh	4	5	142	194	121	169	113	153	35.5	30.2
Sixth	4	3	201	124	177	111	166	104	50.2	44.2
Fifth	6	6	266	233	232	225	207	206	44.3	37
Fourth	8	6	321	251	277	216	253	199	40.1	34.6
Third	9	7	325	316	275	276	250	249	36.1	30.5
Second	7	8	344	415	280	331	255	263	49.1	40
First	9	8	501	347	372	205	328	234	55.6	41.3
Kindergarten	2	2	89	91	61	57	53	49	44	30.5
Total	a 58	51	2,355	2,222	1,934	1,842	1,765	1,664	40.6	33.3
<b>COLORED.</b>										
Eighth	3	2	69	81	64	69	61	65	23	21.3
Seventh	3	4	73	120	60	99	56	91	24.3	20
Sixth	3	3	93	100	81	79	74	73	31	27
Fifth	6	5	140	217	124	182	117	168	23.3	20.6
Fourth	2	3	164	129	135	89	129	83	82	67.5
Third	5	5	205	234	162	173	152	159	29.2	23.1
Second	5	6	235	266	175	219	162	205	47	35
First	7	7	435	335	280	213	257	196	62.1	40
Kindergarten	2	2	102	118	63	61	56	52	51	31.5
Total	b 38	37	1,516	1,600	1,144	1,184	1,064	1,002	39.6	30.1
Grand total	96	88	3,871	3,822	3,078	3,026	2,829	2,756	40.3	32

<sup>a</sup> Including 29 ungraded schools.<sup>b</sup> Including 18 ungraded schools.

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percent- age of attend- ance.	Tardiness of teachers.	Cases of tardiness. Substitute service.			
			1903.	1902.	1903.	1902.
WHITE.						
September	96.4	1	49	32	1	0.5
October	93.6	4	221	301	22.5	46.5
November	91.8	13	220	342	10	8
December	88.9	16	275	293	4.5	17
January	90.1	14	313	378	20	36
February	87.8	21	181	317	25	14.5
March	89.2	6	238	144	51	31.5
April	91.8	7	134	201	36.5	15
May	90.2	8	190	217	32.5	30
June	93	8	129	143	23.5	16.5
Total		101	1,959	2,368	226.5	215.5
COLORED.						
September	95.7		21	19		11
October	94.9	1	115	113	25	50
November	92.3	1	114	127	19	25
December	92.2	1	125	140	5	2
January	92.2	6	183	111	15	36
February	99.7	8	122	102	10	32
March	90.9	8	102	103	34.5	24.5
April	91.9	2	102	110	20	9
May	93	1	92	101	9.5	8.5
June	95.3		2	41		2.5
Total		28	978	907	138	200.5
Grand total		129	2,937	3,335	364.5	416

TABLE VI.—*Showing number of graduates from Washington Normal School, other normal schools, colleges, kindergartens, and nongraduates.*

White:					
Washington Normal School					42
Other normal schools					5
Colleges					2
Kindergartens					4
Nongraduates					7
Total					60
Colored:					
Washington Normal School (ninth, tenth, and eleventh divisions)					29
Other normal schools					2
Colleges					0
Kindergartens					4
Nongraduates					5
Total					40
Grand total					100

## EIGHTH DIVISION.

TABLE I.—*Showing location of buildings and distribution of schools by buildings.*

*a* Including assistant kindergarten teacher.

<sup>a</sup> Including assistant kindergarten teacher  
<sup>b</sup> One mixed second and third grade.

<sup>b</sup> One mixed second and third grade.  
<sup>c</sup> Two rooms used for carpentry and cooking

### *f* One mixed fourth and fifth grade

### *d Rented*

*a Rented  
e One room*

One room used for carpentry and cooking jointly.

and fifth

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventila- tion.	Water- closets.	Play rooms.	Yards.	Owned or rented.
Tyler .....	Furnace	Good .....	Poor .....	Poor .....	Fair .....	Small .....	Owned .....
Buchanan .....	do .....	do .....	Fair .....	Good .....	do .....	Fair .....	Do .....
Cranch .....	Steam .....	Poor .....	Poor .....	Poor .....	Poor .....	Small .....	Do .....
Van Buren .....	Furnace	Good .....	do .....	Fair .....	Fair .....	Fair .....	Do .....
Van Buren Annex .....	Stoves .....	Fair .....	do .....	None .....	None .....	Parking .....	Do .....
Irby Annex .....	do .....	Good .....	Fair .....	Fair .....	do .....	Good .....	Do .....
Hillsdale .....	do .....	Fair .....	do .....	Poor .....	do .....	Small .....	Do .....
Congress Heights .....	Furnace	Good .....	do .....	Fair .....	Fair .....	Excellent .....	Do .....
Garfield .....	Stoves .....	Fair .....	do .....	do .....	None .....	Good .....	Do .....
Good Hope .....	do .....	Good .....	do .....	Poor .....	do .....	Poor .....	Do .....
Good Hope Annex .....	do .....	Poor .....	None .....	do .....	do .....	None .....	Rented .....
Benning Road .....	do .....	Good .....	Poor .....	do .....	do .....	Poor .....	Owned .....
Benning Road Annex .....	do .....	Poor .....	do .....	do .....	do .....	do .....	Do .....
Benning .....	do .....	Good .....	Fair .....	do .....	do .....	Good .....	Do .....
Burrville .....	do .....	Fair .....	do .....	do .....	do .....	Fair .....	Do .....
Anacostia Road <sup>a</sup> .....	do .....	Poor .....	Poor .....	do .....	do .....	Good .....	Do .....
Masonic Hall .....	do .....	Fair .....	do .....	do .....	do .....	None .....	Rented .....
Birney .....	Furnace	Good .....	Good .....	Good .....	Good .....	Good .....	Owned .....
Orr .....	do .....	do .....	do .....	do .....	do .....	do .....	Do .....
Kenilworth .....	do .....	do .....	do .....	do .....	do .....	Poor .....	Do .....

<sup>3</sup>Occupied by carpentry and cooking schools.

TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grade of half-day schools, 1903.	Number above second grade.	
	1903.	1902.		1903.	1902.
Tyler.....	6	4	1,2,2,3,4,4	3	—
Cranch.....	6	6	1,2,2,3,3,4	3	2
Buchanan.....	2	2	3,4	2	1
Birney.....	2	2	1,1	—	—
Van Buren.....	8	8	1,1,1,2,2,2-3,3,3	3	2
Garfield.....	2	2	1,1	—	—
Burrville.....	2	—	1,2-3	1	—
Total.....	28	24	—	12	5

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number pupils per teacher.	
	1903.	1902.	1903.	1902.	1903.	1902.	1903.	1902.	Based on whole enrollment.	Based on average enrollment.
WHITE.										
Eighth.....	5	2	161	118	130	96	114	91	32.2	26
Seventh.....	5	3	195	188	169	160	161	149	39	33.8
Sixth.....	7	5	286	288	237	244	222	220	40.8	45.2
Fifth.....	8	7	306	337	312	298	290	277	45.7	39
Fourth.....	9	7	398	405	340	347	319	322	44.2	37.7
Third.....	9	7	369	400	323	343	297	318	41	35.9
Second.....	10	7	418	364	361	318	336	295	41.8	36.1
First.....	9	10	481	495	374	383	339	352	53.4	41.5
Kindergarten.....	2	2	102	104	67	70	59	61	51	33.5
Total.....	a 64	59	2,776	2,699	2,313	2,250	2,137	2,094	43.3	36.1
COLORED.										
Eighth.....	2	1	38	39	34	34	32	32	19	17
Seventh.....	2	1	61	44	48	39	45	37	30.5	24
Sixth.....	2	1	80	87	70	78	68	73	40	35
Fifth.....	2	2	98	100	89	90	81	82	49	44.5
Fourth.....	4	3	146	143	121	120	109	110	36.5	30.2
Third.....	4	3	143	143	124	122	115	115	35.7	31
Second.....	4	3	173	168	146	143	134	135	43.2	36.5
First.....	6	6	251	237	186	183	165	164	41.8	31
Total.....	b 26	26	990	961	818	809	749	748	34.2	31.4
Grand total.....	90	85	3,766	3,660	3,131	3,068	2,886	2,842	41.8	34.7

<sup>a</sup> Including 14 ungraded schools.<sup>b</sup> Including 8 ungraded schools.TABLE IV.—SUPPLEMENT.—*Showing number of ungraded schools.*

Grade.	White.		Colored.	
	1903.	1902.	1903.	1902.
Eighth, seventh, and sixth.....	1	2	—	1
Eighth and seventh.....	1	—	1	—
Seventh, sixth, and fifth.....	1	—	1	1
Seventh and sixth.....	1	—	—	—
Sixth and fifth.....	1	—	—	—
Sixth, fifth, and fourth.....	1	—	1	—
Fifth and fourth.....	1	—	1	1
Fifth, fourth, and third.....	1	—	1	—
Fourth and third.....	2	—	1	1
Third and second.....	1	—	2	1
Third, second, and first.....	1	—	1	1
Second and first.....	3	—	1	1
Total.....	14	9	8	6

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percent- age of attend- ance.	Tardi- ness of teachers.	Cases of tardiness.		Substitute service.	
			1903.	1902.	1903.	1902.
WHITE.						
September	96.7	0	49	42	3	11.5
October	94.4	7	329	261	55.5	36
November	93.3	2	253	259	40.5	19
December	91.8	3	293	271	22.5	25
January	91.8	7	408	335	34	74.5
February	91.1	26	270	280	55	46
March	91.5	10	207	225	57	29
April	92.8	3	172	186	48.5	24
May	91.8	4	236	256	39	21
June	94.9	4	142	132	30	5
Total		66	2,359	2,247	385	291
COLORED.						
September	97.8	1	9	9	1	
October	94.6	3	78	75	28	11.5
November	90.9		98	92	19	4
December	89.5	6	118	77		6
January	90.6	6	105	94	2.5	1
February	89.6	6	70	77	75	8
March	91.2	5	65	74	9.5	30
April	91.6	5	72	73	14	22
May	91.5	6	56	72	5.5	12.5
June	94.5		26	23	1.5	8
Total		34	697	666	156	103
Grand total		100	3,056	2,913	441	394

TABLE VI.—*Showing number of graduates from Washington Normal School, other normal schools, colleges, and nongraduates.*

White:	Washington Normal School	48
	Other normal schools	4
	Colleges	1
	Kindergartens	4
	Nongraduates	9
	Total	66
Colored:	Washington Normal School (ninth, tenth, and eleventh divisions)	21
	Other normal schools	2
	Colleges	0
	Nongraduates	3
	Total	26
	Grand total	92

## NINTH DIVISION.

TABLE I.—*Showing distribution of schools by buildings.*

School.	Eight grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	No. of teachers.
Briggs	1	1	1	1	1	2	3	2	12	8	a 14	
Garrison	1	1	1	1	1	1	1	1	11	8	10	
Magruder			1	2	2	3	3	3			a 12	
Miner					3	3	3	3			b 9	
Phillips			1	1	1	2	2	3	1	11	a 12	
Stevens	1	1	2	4	3	4	4	5		24	c 20	
Sumner	1	2	2	2	2	2	2	2		9	f 10	
Wormley		1	1	2	1	2	2	2		10	8	
Whole number of schools:												
1903	4	6	9	10	12	14	17	20	4	96	80	
1902	4	6	9	10	11	13	16	21	4	94	80	

<sup>a</sup> Including assistant kindergarten teachers.  
<sup>b</sup> Practice schools under supervision of three normal teachers.

<sup>c</sup> One room used by normal school.  
<sup>d</sup> Normal training teachers.

<sup>e</sup> Two rooms used for cooking and manual training.

<sup>f</sup> Including assistant to principal.

<sup>g</sup> Two rooms used for teachers' library and supervisor's office.

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventila- tion.	Water- closets.	Play rooms.	Yards.	Owned or rented.
Briggs	Furnace	Excellent	Excellent	Excellent	Excellent	Small	Owned.
Garrison	do	do	do	do	do	Ample	Do.
Magruder	do	do	do	Good	do	do	Do.
Miner	do	Good	Good	Fair	None	Small	Rented.
Phillips	do	Excellent	Excellent	Good	Excellent	Ample	Owned.
Stevens	Steam	do	do	do	do	Small	Do.
Sumner	do	do	do	Excellent	Fair	Ample	Do.
Wormley	Furnace	do	do	Fair	Excellent	do	Do.

TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grade.	Number above second grade.	
	1903.	1902.		1903.	1902.
Briggs	8	6	K., K., 1, 1, 1, 2, 2, 3	1	1
Garrison	4	4	1, 1, 2, 2		
Magruder	6	6	1, 1, 2, 2, 3, 3	2	2
Phillips	6	5	1, 1, 1, 2, 2, 3	1	
Stevens	12	14	1, 1, 1, 1, 1, 2, 2, 2, 2, 3, 3, 3	3	4
Wormley		4	1, 1, 2, 2		
Total	40	35		7	7

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1903.	1902.	1903.	1902.	1903.	1902.	1903.	1902.	Based on whole enrollment.	Based on average enrollment.
Eighth	4	4	165	166	149	148	143	142	41.2	37.2
Seventh	6	6	243	248	211	217	204	207	40.5	35.1
Sixth	9	9	379	350	335	305	322	294	42.1	37.2
Fifth	10	10	409	414	348	356	333	340	40.9	34.8
Fourth	12	11	532	517	448	447	427	424	44.3	37.3
Third	14	13	546	553	486	475	400	436	39	34.7
Second	17	16	682	607	588	577	557	542	40.1	34.5
First	20	21	971	1,088	719	787	664	735	48.5	35.9
Total	92	90	5,927	4,003	3,284	3,312	3,110	3,120	42.6	35.6
Kindergarten	4	4	203	203	126	124	105	110	51.2	31.5
Grand total	96	94	4,130	4,206	3,410	3,436	3,215	3,230	43	35.5

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percentage of attendance.	Tardiness of teachers.	Cases of tardiness.		Substitute service.	
			1903.	1902.	1903.	1902.
September	97.4	3	15	25	6	8
October	95.9	4	16	198	4	52
November	94.7	3	256	228	30.5	41
December	93.5	2	320	210	17.5	11.5
January	93.8	8	381	312	43.5	61
February	92.7	4	295	255	67.5	37
March	92.3	3	301	200	55.5	39
April	94.4	3	183	190	23.5	34.5
May	94.6	2	234	186	26.5	15
June	96.7	3	44	54	17	5.5
Total			25	2,015	1,858	297.5
						304.5

TABLE VI.—*Showing number of graduates from the Washington Normal School, other normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School	69
Other normal schools	2
Colleges	0
Kindergartens	8
Nongraduates	17
Total	96

## TENTH DIVISION.

TABLE I.—*Showing buildings and distribution of schools, by buildings.*

Building.	Building.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Cook		1			1	1	2	2	2		9	all	b 10
Garnet		1	1	1	1	1	3	2	2		13	12	b 14
Patterson		1	1	1	1	1	2	2	2		10	8	c 11
Slater		1	1	1	1	1	1	2	2		9	8	9
Banneker		1	1	1	1	1	1	2	2		11	8	11
Jones		1	1	1	1	2	2	2	2		11	8	11
Douglass										1	11	8	c 12
Logan		1	1	1	1	1	1	1	1		9	8	9
Langston		1	1	1	1	2	1	2	2		9	8	9
Whole number of schools:													
1903		5	6	7	9	11	15	16	21	2	92	79	96
1902		5	6	7	9	11	14	17	21	2	92	71	96

<sup>a</sup>One room used by supervisor, one by cooking school, one by carpenter shop, and one as an engine room.

<sup>b</sup>Includes assistant to principal.

<sup>c</sup>Includes assistant kindergarten teacher.

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Cook	Stoves and furnace.	Excellent	Good	Excellent	None	None	Owned.
Garnet	Steam	do	do	do	Excellent	Poor	Do.
Patterson	Furnace	do	Excellent	Fair	do	do	Do.
Slater	do	do	do	do	do	do	Do.
Banneker	do	do	do	Excellent	Damp	do	Do.
Jones	do	do	Good	Fair	Excellent	do	Do.
Douglass	do	do	Excellent	do	do	do	Do.
Logan	Stoves and furnace.	do	do	do	do	do	Do.
Langston	Furnace	do	do	do	do	Fair	Do.
917 P street NW. <sup>a</sup>	Stoves	Poor	Poor	Poor	None	None	Rented.

<sup>a</sup>Used for cooking school.

TABLE III.—*Showing half-day schools.*

Building.	Half-day schools.		Grade of half-day schools.	Number above second grade.	
	1903.	1902.		1903.	1902.
Cook .....	4	10	1,1,2,2	-----	3
Garnet .....	2	6	1,1	-----	2
Patterson .....	4	6	1,1,2,2	-----	1
Slater .....	2	8	1,1	-----	3
Banneker .....	6	8	1,1,1,2,2,3	1	3
Jones .....	6	12	1,1,1,2,3,3	2	8
Douglass .....	6	4	1,1,2,2,3	1	-----
Logan .....	2	4	1,1	-----	1
Langston .....	2	-----	1,1	-----	-----
Total .....	34	58	-----	4	21

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1903.	1902.	1903.	1902.	1903.	1902.	1903.	1902.	Based on whole enrollment.	Based on average enrollment.
Eighth .....	5	5	197	189	105	161	155	151	39.4	33
Seventh .....	6	6	237	213	213	188	205	181	39.5	35.5
Sixth .....	7	7	273	276	243	242	235	233	39	34.7
Fifth .....	9	9	388	377	332	341	316	321	43.1	36.8
Fourth .....	11	11	477	488	407	405	388	388	43.3	37
Third .....	15	14	657	592	560	506	522	478	43.8	37.3
Second .....	16	17	704	783	612	600	572	641	44	37.6
First .....	21	21	1,142	1,177	805	897	743	831	54.3	38.3
Total .....	90	90	4,075	4,085	3,327	3,430	3,136	3,224	45.2	36.9
Kindergarten .....	2	2	126	129	76	77	69	70	63	38
Grand total .....	92	92	4,201	4,224	3,403	3,507	3,205	3,294	45.6	36.9

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percentage of attendance.	Tardiness of teachers.	Cases of tardiness.		Substitute service.	
			1903.	1902.	1903.	1902.
September .....	97.4	-----	34	29	1	13
October .....	95.4	4	245	229	26	106
November .....	94.7	1	259	358	43	91
December .....	93.6	6	338	241	23	184
January .....	93.4	7	377	293	20	88
February .....	93.2	6	230	214	60	69
March .....	92.6	-----	243	152	62	43
April .....	94.2	-----	151	108	39	39
May .....	94.7	1	180	205	34	40
June .....	96.4	1	79	80	10	20
Total .....	-----	26	2,136	1,969	320	447

TABLE VI.—*Showing graduates from Washington Normal School, other normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School .....	76
Other normal schools .....	5
Colleges .....	0
Kindergartens .....	4
Nongraduates .....	11
Total .....	96

## ELEVENTH DIVISION.

TABLE I.—*Showing location of buildings and distribution of schools by buildings.*

School and location.	Eighth grade.		Seventh grade.		Sixth grade.		Fifth grade.		Fourth grade.		Third grade.		Second grade.		First grade.		Kindergarten.		Total.		Schoolrooms.		Number of teachers.	
Lincoln, Second and C streets SE	1	1	1	1	2	2	1	2	1	2	1	2	11	12	12	12	12	12	12	12	b12	b12	b12	b12
Randall, First and I streets SW	1	1	1	1	1	1	1	1	1	1	1	2	4	4	4	4	4	4	4	4	12	12	12	12
Bell, First, between B and C streets SW	1	1	1	1	1	1	1	1	1	1	1	2	3	3	3	3	3	3	3	3	8	8	8	11
Giddings, G, between Third and Fourth streets SE																								
Anthony Bowen, E and Ninth streets SW			1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	1	10	8	8	8	11	11
Ambush, L, between Sixth and Seventh streets SW					1	1	1	1	1	1	1	2	2	2	2	2	2	1	10	8	8	8	11	11
Lovejoy, Twelfth and D streets NE			1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	1	10	8	8	8	10	10
Payne, Fifteenth and C streets SE						1	1	1	1	1	1	2	1	1	2	2	2	1	8	8	8	8	9	9
Syphax, Half street, between N and O streets SW												2	2	2	2	2	2	3	9	8	8	8	9	9
Whole number of schools:																								
1903	3	5	7	9	11	14	15	23	3	90	80													95
1902	3½	4½	7	9	11	12	16	24	3	90	72													95

a One room used for cooking and one room for cutting.

b One assistant to the principal.

c One room used for cooking and one for manual training.

d Includes assistant kindergarten teachers.

e One second and third grade school.

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventila-tion.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Lincoln	Steam	Fair	Fair	Excellent	Fair	Small	Owned.
Randall	Furnace	Excellent	do	do	None	None	Do.
Bell	do	do	Excellent	Fair	Fair	Small	Do.
Giddings	do	do	do	do	Excellent	Excellent	Do.
Bowen	do	do	Good	Excellent	do	do	Do.
Ambush	do	do	Excellent	Good	do	Small	Do.
Lovejoy	do	do	do	Excellent	do	do	Do.
Payne	do	do	do	do	do	Fair	Do.
Syphax	Steam	do	do	do	do	Good	Do.

TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grade of half-day schools.	Number above second grade.	
	1903.	1902.		1903.	1902.
Lincoln	2	2	1,1		
Randall	4	12	1,1,2,2		
Bell	6	8	1,1,2,2,3	1	3
Giddings	4	6	1,1,2,2		1
Bowen	4	6	1,1,1,2		2
Ambush	4	6	1,1,2,2		2
Lovejoy	2	4	1,1		
Syphax	2	—	1,1		
Total	28	44	—	1	10

TABLE IV.—*Showing distribution of pupils by grade, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1901.	
									Based on whole enrollment.	Based on average enrollment.
	1903.	1902.	1903.	1902.	1903.	1902.	1903.	1902.		
Eighth	3	3	136	152	117	135	114	129	45.3	39
Seventh	5	4	171	185	153	168	145	161	34.2	30.6
Sixth	7	7	239	272	222	224	210	217	37.0	31.7
Fifth	9	9	347	349	302	301	289	291	38.5	33.5
Fourth	11	11	448	449	386	390	364	367	40.7	35
Third	14	12	626	536	544	454	507	428	44.7	38.8
Second	15	16	606	686	586	602	549	567	44.4	39
First	23	24	1,119	1,148	825	895	758	830	48.6	35.8
Total	87	87	3,772	3,777	3,135	3,169	2,936	2,990	43.3	36
Kindergarten	3	3	143	139	98	82	87	73	47.6	32.6
Grand total	90	90	3,915	3,916	3,233	3,251	3,023	3,063	43.5	35.9

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percentage of attendance.	Tardiness of teachers.	Cases of tardiness.		Substitute service.	
			1903.	1902.	1903.	1902.
September	97.6	1	30	15	5	0.5
October	95.4	5	196	138	10	31.5
November	93.3	2	232	207	15.5	20.5
December	92.1	1	260	234	9.5	7.5
January	92	9	349	339	47.5	16.5
February	91.9	14	214	256	66.5	60
March	91.9	1	165	159	40.5	17
April	93.1	5	125	179	13	19.5
May	94.4	5	128	157	38	26.5
June	96	1	48	63	55	3
Total		44	1,747	1,767	300.5	202.5

TABLE VI.—*Showing number of graduates from Washington Normal School, other normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School	73
Other normal schools	4
Colleges	2
Kindergartens	6
Nongraduates	10
Total	95





KENILWORTH SCHOOL, DEDICATED NOVEMBER 7, 1903.

## REPORT OF DIRECTOR OF DRAWING.

SIR: There has been no important change either in the organization of this department or in the course of study given to teachers. In the grade schools the teaching of this course has been carefully supervised by the special teachers, and their assistance to the teacher has been freely given to the extent permitted by time limitations. The teachers have with few exceptions been able to follow the outlines given in the allowed time and have been generally faithful in so doing.

I feel justified in stating that the average results were better than in the previous year. This was notably the case in some of the subjects handled in the teachers' Saturday classes. The ends sought in calling together teachers for these lessons are, first, to review certain subjects that through lack of special attention for some years may need new life given to them through new methods of presentation, new points of view, or new applications; second, to give practical instruction in the use of any new material that may have been recently introduced; third, to give to those who desire it suggestions and practice in blackboard illustration valuable in the drawing lesson and in the presentation to classes of other subjects—in other words, the many applications of drawing as a language are encouraged and assisted. Something in each of these directions has been accomplished, but we hope by better organization to make better use of the time we are able to procure for these lessons for the coming year. The lessons for the teachers of whole-day schools have been held Saturday mornings for two reasons. First, these teachers have so many calls for meetings after 3 o'clock that it is very difficult to arrange for more; second, we find that such lessons as we give which require time, because they demand of the teachers actual hand work, do not get the best results at the close of a day's work in teaching. More time will be devoted to primary grades the coming year.

The ability of our teachers to handle this subject is increasing year by year, and while referring to one of the means to this end I would note the improvement over previous years as shown by the examination of candidates for kindergarten teaching in an increased interest in this subject and an improvement in methods. I would also note the increased percentage of good work as shown in the results of the examination for entrance into the normal from the high schools.

Our new special teacher, Miss Hungerford, fortified by the experience acquired by teaching in our schools, added to her knowledge of

the subject and a natural gift of imparting it, convinced both teachers and the director that she was a valuable acquisition to our teaching force.

#### PICTURE STUDY.

Lectures with suggested outlines for presentation to pupils were given by the director to eighth-grade teachers on Greek art, to the seventh grades on Raphael, and to the sixth grades on Millet. These were given in the Franklin building and repeated in the Summer. This work, being considered as the literature of art, is put upon the same basis as other literature accompanied by text-books and connected with composition. It bears the same relation to drawing that literature does to language. It is the literature of the language of drawing.

#### NORMAL SCHOOLS.

The following statement by Miss North of the course as pursued in the normal school is submitted:

The drawing course of the normal school was intended to prepare the pupils for their work as teachers in the graded schools. In the twelve practice schools the normal school pupils taught pencil, crayon, and blackboard drawing, brush work with ink and color, stick and tablet laying, clay modeling, and paper cutting. This work was done under the supervision of the practice teachers and the drawing teacher. The pupils gave special lessons in these subjects, which under the direction of the drawing teacher were observed and carefully criticised by the normal classes. Part of the time was devoted to training the pupils in pencil sketching, water color, and crayon drawing. This was done largely in connection with zoology, botany, history, and geography.

Blackboard sketching, which is so necessary to the teachers in the primary grades, and which, of course, has no place in the work of the high schools, and is therefore somewhat new to the normal school students, received particular attention. The first-year pupils prepared the blackboards in the practice schools each afternoon for the language, number, and nature-study work of the following day, and in that way acquired facility in the use of chalk. The practice teachers and the pupil teachers take pride in the appearance of the practice schools and try to make them as attractive as possible with inexpensive materials. Pictures suitable to the grade and the time of the year are selected for the blackboards, and care is given to the pleasing arrangement of the various articles in the rooms. Growing plants are kept in the windows, wild flowers, autumn leaves, evergreens, birds' nests—the nature materials obtainable at the various seasons—are used. By discussion and criticism in the normal classes the drawing teacher endeavored to prepare the pupils to do this work intelligently and tastefully.

The history and the principles of art were studied by means of books and pictures and by trips to art galleries and exhibits and to public buildings.

From the above it will be seen that the course attempted chiefly three things, namely, to lead the pupils to a greater knowledge and appreciation of art, to increase their accuracy and facility in expression with pen, brush, and crayon, and to prepare them to educate others along the same lines.

#### HIGH SCHOOLS.

In the Business High School the study is still elective. The establishment of the technical school makes it no longer necessary that pro-

vision should be made for a purely professional course. The demand is for instruction that will be of value to any business man or woman. Much attention has been given to the subject by the principal of the school, the director of drawing, and others interested in the subject. Some good work was done during the year, but it is expected that in the coming year the scope of the work will be enlarged and that a greater number of pupils will avail themselves of its obvious advantages.

The following statement from Miss Wilson of the course pursued in the Central, Eastern, and Western high schools is submitted:

The purpose of the work is to train the eye of the pupil to accurate observation and the hand to facility in representation, to stimulate the creative faculties, and to cultivate an appreciation for the beautiful in nature and in art.

The course is divided into three branches—regular, special, and major classes. The regular course is prescribed for all pupils in the first and second years. In the third and fourth years it is prescribed for all normal school candidates and is optional for others. In this course throughout the four years one-half of the time is devoted to analysis of form with representation in outline and in light and shade, using pencil as the medium, the other half to representation by color and the application of color to design. There is also a required course in mechanical drawing for the third year.

The special course is elective to all pupils and is for those who have special interest or greater ability in art work.

The major course is granted for special and individual reasons and is planned with reference to individual needs.

The time allowed is in the regular course one period of forty-five minutes a week, in the normal school course and special course it is two periods of forty-five minutes a week, and in the major course six periods of forty-five minutes a week.

The work in the first and second years is planned for its educational value and for general culture, and not as a preparation for special art work. The discipline in accurate seeing and representation of form, outline, and light and shade is continued from the grades. The first half of the year is devoted to this work, the pupils drawing objects and groups of still life. To develop the perception and appreciation of color, to open up new avenues of thought and enjoyment through closer observation of this powerful element of beauty in nature and in art, and to enlarge the capability of self-expression by the use of a new and fascinating medium color is introduced in the latter half of the year, the pupils working for a knowledge of harmonious color combinations as applied to design.

The special classes do the same work as the regular classes with the addition of one period a week with charcoal as a medium—in the first year groups of still life in full color values, in the second year casts of historic ornament.

The third and fourth year of the preparatory normal school work follows the same lines as the first and second year regular—one period a week given to sketching from still life and from pose, the other to the analysis and expression of color. In the fourth year a part of the time is given to careful study of the theory of perspective, illustrated by free-hand drawings of cube cylinder and other forms. The special charcoal work of the third and fourth year classes includes drawing casts of heads and full-length figures.

The major class does excellent work in design, making a practical application of the design and color to embroidery, book covers, leather, and burnt wood, all work being entirely original.

## MANUAL TRAINING SCHOOLS.

The drawing in the McKinley and Armstrong Manual Training schools is so valuable a link in the art development of our schools that without special reference to it this report would be incomplete.

The free-hand course under the special direction of Mr. Forest Grant is so planned that while giving in first and second years that general training in form and color absolutely necessary to success in all lines of art work the applications are kept in touch with every line of manual work developed in the schools. Pupils from the grades have had some of this training. They have even had in seventh and eighth grades some experience in applying it to a specific piece of hand work, but it is not until they enter the manual training school that they can appreciate the value of thorough training in seeing and expressing form and color. The training in color is not alone for painting pictures, but to render the eye sensitive to its effects and the hand skillful in its application. It is linked with that part of domestic science and art that carries its influence into the homes and adds to the happiness of the individual who appreciates the harmony of color in nature and art.

Drawing is only one of the means of expressing form and an important one in obtaining a knowledge of it. To make that knowledge available in the various lines of construction and design, the conception of real form and of its every possible appearance must be so thorough that the mind can carry the picture of the invisible as well as the visible parts of objects, and this necessitates both the broad rendering of relations and the analytic study of real proportion and of perspective effects. All this added to the mathematical and mechanical drawing involved is necessary in any construction worthy of the name original. Artistic construction and design require beyond this an appreciation of the more subtle qualities of proportion in mass and line and of harmonious combinations in color, a power slow of growth unless innate in the individual, but experience proves that there is in our community much good material even of this high order that awaits development in these schools.

## EASTERN ART TEACHERS' ASSOCIATION.

The meeting of the Eastern Art Teachers' Association in this city on April 24 deserves special mention in this report on account of the rare opportunity offered our teachers and others interested in the subject to meet with the leaders of art education in the Eastern, Middle, and Southern States of the Union to listen to their discussions, to see for ourselves what they are doing in this department, and to judge by comparison our own ends, methods, and practical results.

The purpose of the association is "to advance the interests of art education." Its working members are teachers of art in public and private schools. Former meetings have been held in New York, Brooklyn, Boston, and Philadelphia. The session of 1903 was a Baltimore and Washington session, the meetings being held in Baltimore and Washington on successive days. The local committee of Washington, consisting of representatives of the drawing department in the grade, high, and manual training schools, and of teachers of the grade schools, made every effort to provide suitable facilities for the conduct of the meetings and the entertainment of the visiting members. In this their efforts were seconded by the board of directors of the new public library, who, recognizing the educational value of such a representation of the work of a department of the public schools, gave the use of its lecture hall and adjacent rooms for the meetings and exhibits.

To the board of directors of the Corcoran Art Gallery and to the director of its art school we owe a very pleasant feature of the occasion, a reception and special view of the pictures, with Mr. Messer as guide and mentor. His discussion of the pictures was so highly appreciated by the superintendent of schools and others present that he was induced to repeat it at a later period for the benefit of eighth-grade teachers. Mr. Bernard R. Green, superintendent of the Congressional Library, with his usual courtesy, also offered to the visiting members special facilities in an explanatory view of the building. To all of these, to the officials of the public schools of the District of Columbia, and to the teachers who so cordially aided us financially in our efforts to make the occasion pleasant and profitable, the thanks of the local committee are due.

The association exhibit of drawings and that of the public schools of the District were not the least of the attractions resulting from this Washington session. The exhibit of the association was made up of contributions from different cities connected with it, each one selecting some special line of work, as plant study, figure drawing, design, manual training in grades, mechanical drawing, etc., each subject being shown as to its development through grades and high schools. There were also normal school exhibits.

Our own exhibit represented the course of study through eight grades, including in seventh and eighth grades examples of shopwork in construction and design, for which drawings were made as part of the course of study in those grades. Following this was the work of the high schools, selected from the Central, Eastern, Western, and M Street. The exhibit was completed by work from the McKinley and Armstrong Manual Training schools. The exhibit was as fair and honest a representation of pupils' work in carrying out our course of study as could be given in limited space so far as material products

can show it. That these are but the means to an end and that other means are used to attain that end which can not be shown in any exhibit is as true in this department as in any other educational effort.

We were very glad to embrace the opportunity offered by the occupation of the rooms in the library to present to our teachers the outcome of their work as a whole, to our citizens some of the results of our efforts, and to the visiting experts the status of the department of drawing in Washington, glad of their approval and encouragement, and glad of their criticism if it will contribute to the efficiency of the means to the ends for which the department was established.

To present these ends, so little understood by the general public, and the means employed to attain them to the parents and friends of the children is one of the values of an exhibit. The majority, while enjoying from day to day the advantages, comfort, and pleasure derived from the increase of skill and taste in the arts and crafts of our country, do not see the connection between this phase of our national life and the fact that since 1876, when through our great international exposition our people were awakened to the truth of their inferiority in this respect to other nations, there has been a persistent effort to make the necessary training for these results a part of our system of national education. The thought and enthusiastic devotion given to the development of the processes of that training, to adapt them to the demands of our national life, and to harmonize them with our educational systems, or of obstacles arising from ignorance and prejudice overcome, none but professional educators who have watched the development from its beginnings can be expected to realize. Some of these obstacles have arisen in the ranks of our own workers trained in Old World art methods, which did not include the training of young children. There is still much to do, higher ideals to unfold, whose fulfillment can never be fully realized in public school work except through the appreciative demand of an intelligent public. There is one phase that needs to be persistently brought to the attention of all who have any interest in the education of the young. It is the falsity of the idea that this training is necessary to those only who are to be actually engaged as producers in those arts and crafts which require the technical knowledge involved.

As it is the demand that creates the supply, the education of the future consumer is as important as that of the producer. As the producer in a special line is also a consumer, he needs the same broad development required by all. To the future specialist the value of public school training is the early awakening to the consciousness of latent abilities and the opportunity to prove to others the probabilities of success; he has the opportunity to acquire sufficient knowledge of technique to enable him to enter advanced schools or to make him

a more desirable applicant for practical work in his specialty; he sees or should be made to understand that success in his chosen career requires a knowledge of other subjects in the school curriculum. Many a pupil has been aroused to new efforts in other studies for the sake of success in his chosen career; but what will this avail if there is no appreciative public to desire his skillful and artistic products, if there are no well-trained eyes to distinguish between that which is well constructed, beautiful, adapted to purposes and that which is not; what will it avail to those whose attention has never been called to examples of good construction as compared with poor, who are as well pleased with an inharmonious combination of color as with the beautiful? To enlarge as I might on the value of the training to the individual or the community is not my purpose here, but I do say that what is given in our schools adds to the happiness of the individual child and to his usefulness to society; that it appeals to something latent in every child; that it gives him forms of self-expression in which he delights; that these forms are elevating and refining in their nature, and that their cultivation tends to repress the tendency to lower forms of expression; that the training of eye and hand and of the habit of comparison and judgment, without which no drawing or construction, however simple, can be executed, are invaluable.

If the public were well informed as to these things they would be more anxious that we should have every opportunity to do for their children what we desire to do, and we should have more appropriations for beautiful objects in our schoolrooms, good forms, beautiful pictures, and harmonies of color as a contribution to that vast body of subtle influences emanating from environments that go to the formation of character. If exhibits will assist in this general education, let us have exhibits; if other means are available, let us use them.

We are thankful to the Commissioners, the Board of Education, to you, our superintendent, and all who have helped us in the past, and hope for a hearty response if we still ask for more.

Respectfully submitted.

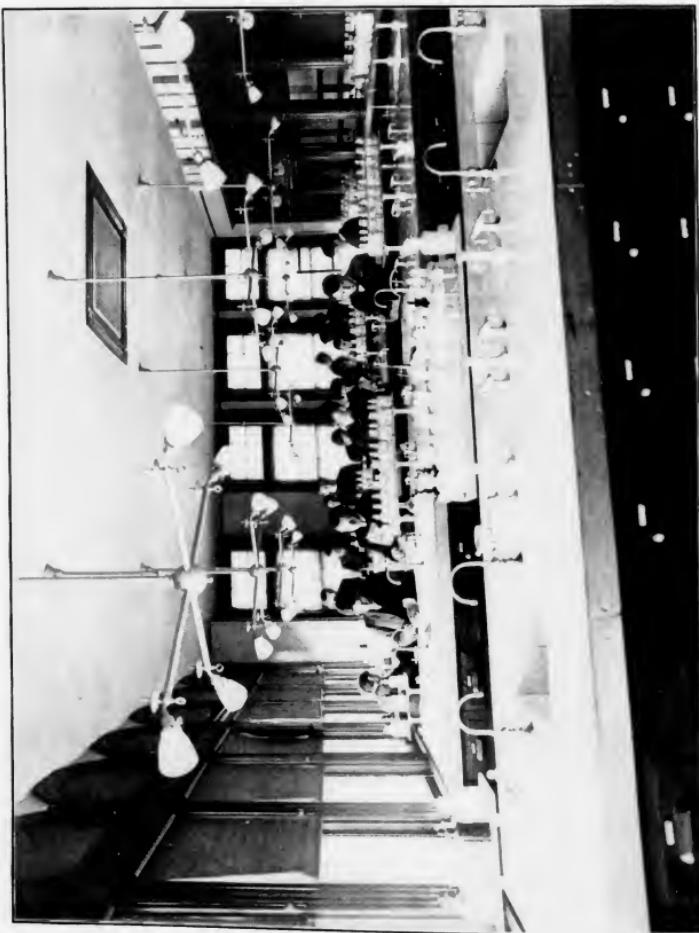
S. E. W. FULLER, *Director.*

Mr. A. T. STUART,

*Superintendent of Schools.*







CHEMICAL LABORATORY, MCKINLEY MANUAL TRAINING SCHOOL.

## REPORT OF THE DIRECTOR OF MANUAL TRAINING.

SIR: Of greater interest than anything else connected with the work of this department during the past year is the fact that the two manual training schools took possession of their new buildings. For the first time it was possible to realize that they were a definite part of the public school system of the District of Columbia. The fact is of more than passing interest outside of this department, because it evidences an important development in the secondary schools of the city. So important a development is this that it seems to be in order to discuss the general subject of these secondary schools to the end that a correct idea may be formed of what the new institutions stand for.

The high school has heretofore seemed to exist primarily for those pupils who were preparing for higher study—for college. Notwithstanding the fact that only a minority of those entering the high school graduate from it, and despite the further fact that only a small number of this minority actually go to college, it is true that the courses of the high school were originally planned and conducted to meet college-entrance requirements. As the latter were changed by the colleges, so were the former to correspond. While these courses were thus specially preparatory throughout for college candidates, they were also up to a certain point sufficiently general in character to provide a good education for pupils who were not planning for further study. If such pupils had no definite aim for the future corresponding to that of the college preparatory group, then these courses of study may be considered adequate and equally advantageous to both. If, however, the boy who was to leave school during or upon completing his high school course had a definite aim for his future, then it depended altogether upon circumstances whether his high school work was specially preparatory; whether the school really gave him as good an opportunity as it did his classmate who had a college training in view. It may be said fairly that the needs of the small minority of its pupils were formerly the chief concern of the high school.

The development we are to trace started in the regular high school with its academic or "classical" and its scientific or "English" courses. First came the business course. The introduction of the usual commercial branches in a short, special course was an apparent recognition of the principle that it is a proper function of the secondary school to prepare its pupils for definite callings in life as well as for

college. It might be questioned whether this particular course was a high school course in fact, whether its establishment affected the real high school situation, but these points are of lesser consequence. The important fact is that the high school organization concerned itself with the course and thereby recognized the need of something in addition to the general courses and those for college preparation. In that particular and because it was so well suited to local conditions it was a confession of the rights of the majority. Its present success is so marked that there can be no question as to whether it found and met a real need.

Then came the new technical course. The inauguration of this manual training course was a step in the same direction, a recognition of the same need, but it was not a breaking away from the established order; it was a development within and of it. The new course required as much time for its completion as any of the others; its essential elements were the same as theirs, while its aims, restricted to its proper field, were in part the same. For the rest its purpose and that of the commercial course were identical—namely, the opening of a direct avenue to some one or more of the useful activities. It did this without sacrificing the basis of a good secondary education. It also provided ample opportunity for the awakening ambition of its pupils toward higher study. The character of those electing it, their records while in it, the records in the scientific and engineering colleges of those whom it prepared for such schools, the positions so many of these have taken since graduating, as well as the success of those who did not go to college from it, but found opportunity at once in work for which it had prepared them—all are convincing evidence that this course, too, had found a field not previously covered so well, if at all.

Experience with the technical course and with manual training in the grades indicated that a shorter course, one which should attempt to do for the boy of mechanical tastes what the commercial course was doing for the boy who desired a business career, would be as valuable as this short commercial course was proving. Such a modified course was accordingly planned. This has become, as expected, more specialized than at first, and it will soon cease to be in any important particular a modification of the more general course from which it started; but it should be noted that it was originally a modification of that course and is becoming something else as rapidly, and only so, as experience warrants and directs. As a new departure, unique in this city, it would seem to deserve such conservative management as this if the promise it holds out is to be realized. To appreciate the importance of this departure it is only necessary to consider that five years ago there was nothing in the school system which offered any inducements to those now seeking this course. It did not flourish in the academic atmosphere of the high school, but it

is now fulfilling its mission beyond question. It is attracting many boys and girls who otherwise would not remain in school. Its results are marked, whether measured by the better education and the special training it is giving or by the numerous cases of stimulated ambition leading to a demand for one or two years more of study.

But these two courses are not all. In the four-year special course is another modification of the original technical course. This is destined to become, perhaps, the most important of all. It is a true secondary course with the idea of college preparation omitted and a frank attempt made to compensate to some extent for the lack of college training. To what extent that can be done, so as to warrant the statement, it is too soon to say. At present this course is less general than the regular course and less specialized than the two-year course. It is the first attempt to prepare for actual life only without narrowing the limits of a secondary English education; here those limits are considerably extended as compared to the usual high school course. There is opportunity, also, for much specialization. This course is, in effect, a secondary technical course with which recent discussion has concerned itself. That there is room for it there is no doubt. Given time, its development to an adequate agency is assured.

There is one principle upon which all the work of the new manual training schools is based and which its promoters have kept in mind always—the well-trained boy or girl is the one wherein the manual and mental acquirements are well balanced and both are as large as can reasonably be expected of boys and girls in the time spent. There is too much poorly balanced intellectuality and too much poorly balanced manual skill. Mind and hand must be mutually subservient, and to that end must be trained together and rationally; broadly, not narrowly. To train the immature youth in a one-sided way manually is worse than to train him in a one-sided way mentally. Let him specialize who has a foundation of general training to build upon; who is able to make an intelligent choice of a specialty and mature enough to benefit by his instruction.

It is assumed that Congress did not expend nearly \$400,000 with the idea of doing no more than the six-months evening trade school is doing for the would-be blacksmith, no more than the school with a ten-weeks course is doing for the would-be milliner, however much that may mean to the recipients. We are not competing with this class of institutions. We are trying to turn out educated hand workers rather than merely skilled hand workers. If the latter obtains any slight or apparent advantage at the outset, he soon reaches the limit set by his general intelligence, for it is that which binds him down beyond the power of his skilled hands to lift. The boy who bases his efforts upon intelligence and has had the door of opportunity opened to him by the definite, practical character of the training which gave him that intelligence is the one who is best fitted to enter active life.

Based, therefore, upon the principle that intelligence is more important than mere skill and should be kept fundamental to it, the manual training schools now provide a variety of courses directly applicable to many of the callings open to boys and girls, where a few years ago the only definite secondary preparation obtainable was for college. For the last four years the development in the work has been steadily and markedly toward more direct and useful courses. In two of them a pupil can specialize in some one kind of work; in one he may put all his time into laboratory and shop work, with the single exception of that required for English; but as an instance of the care with which such radical steps have been taken it should be further noted that before this is allowed the pupil must have demonstrated his capacity for such specialization. To permit him to do this merely upon his own whim or the uninformed desire of a parent would be unwise and would lead to frequent failure. Similarly it would be unwise and would endanger the success of these schools if we were to proceed with the specializing of our courses faster or further than we can find warrant for in our experience. In this work we are well in advance of other cities already, while there is constant effort to make these schools more and more useful to the people; but if there was lack of opportunity in the old days, there is the danger of running to extremes in the present. The enduring growth is always the slow growth.

The work of the manual training schools during the past year is well indicated in the reports of the various departments, submitted herewith, to which attention is invited. The general plan to attempt more and more to unify the several lines of instruction has been stated in previous reports. Considering the importance of this work and the care with which it must be executed if it is to be made really successful, it is believed that satisfactory progress is shown by these departmental reports. There is no desire to force the development of the plan more rapidly than the conditions warrant. Naturally, with an overcrowded school, the problem of continuing good work along well-tried lines is sufficiently difficult; but the encouraging thing is that in this kind of school correlation between the different departments suggests itself, and it becomes at first merely a question of securing an attitude of mutual sympathy on the part of the heads of departments. This comes as a natural development following an intelligent understanding by any one such head of the aim and scope of the work of the others. This question must then come forcibly to each, Shall I not vitalize my own work by making it bear upon, or borrow from, the work of certain other departments in which I find my pupils much interested, more so, perhaps, or more as a matter of course than in my own?

It will be noted that in the English department effort has been made to correlate the English and history more closely than has been done

heretofore in other schools of like grade in this city. The advantages of this correlation have been demonstrated in practice, and these subjects have been made mutually helpful. In a similar but less thorough manner a connection was recognized between the English and the technical and scientific departments. It is believed that, without losing any of the advantage that has been already achieved by the correlation of English and history, a closer relationship may be formed between the English and every other department of the school. While the relationship that may exist between English and history is being given due recognition, it is well also to give sufficient consideration to the relationship that must exist between the pupil after he has graduated and the little world in which his English is to be used. A distinguished college president recently said, in substance, that we have no literature in these days, because the only persons who have anything to say are the scientists and they do not know how to say it, while the academic writers know how to express themselves, but know nothing worth writing about. It is the aim of this school to teach both science and expression.

#### ENGLISH AND HISTORY.

The experiment of uniting English and history as undertaken in the manual training schools is working out most satisfactorily. Controlled from above by the requirements of the normal school and the colleges and from within by the special needs of pupils electing a technical course, the demands of the English department are exacting. Controlled by the same aims, the scope of the department of history, while not so extensive, is no less definite. To endeavor to correlate these subjects and fulfill all purposes might be considered impracticable and unwise, but the actual practice proves the contrary. The subjects are found to complement each other, the use of historical topics giving interest and reality to English exercises, and the use of English methods consistency and form to history. It has been found that the literature text and the historical text furnish similar material for exercises in all forms of discourse, for oral and written paragraphs, and for rhetorical analysis; that the texts may be made reciprocally illuminative; that the history of literature is better comprehended from specimen literary texts interpreted in the light of contemporaneous history; that knowledge of historical conditions develops critical power in the examination of literature; that, in general, the combination develops a sense of the unity of knowledge.

It has been found necessary, of course, to employ English teachers only to conduct history classes, in order that there be no change in method and that the history assignments be made contributable to the specific aims of English instruction. All English teachers in the two schools are teaching history, and they are united in holding that the vitality and truth of history appeals especially to the practical minds of

technical pupils, and that consequently the expressional value of the English work has gained, with no loss in knowledge of facts and the logic of historical movements. The interacting influences of the two subjects are thus felt to be established and to be most beneficial.

In order to conform to the third-year programme of other studies it was necessary at the McKinley School to omit history in the third year, and there was accordingly an interruption of the chronological sequence of the course. At the Armstrong School the gain to pupils of that year from a consistent combination of history and English was marked.

In the same manner interest and vitality have been given to the English work by making the various activities of the school, the shops, the departments of domestic arts and science contribute topics and themes for English composition. One aim has been kept prominent in the minds of the pupils—that only by clear thinking and clear, concise, and correct expression can the whole work of the school be communicated; that all activities—scientific, industrial, and literary—find a medium of representation in English.

An outline of the course follows here:

FIRST YEAR.

	English.	History.
First quarter ....	<p>Texts:</p> <p>Elementary Composition. Scott and Denny.</p> <p>Defeat of Braddock. Parkman.</p> <p>American Literature. Pattee.</p> <p>Colonial era.</p> <p>Composition:</p> <p>Paragraph.</p> <p>Exposition.</p> <p>Common topics.</p>	<p>Texts:</p> <p>History of the United States.</p> <p>Thomas.</p> <p>Colonial era.</p> <p>Composition:</p> <p>Outlines and paragraph.</p> <p>Exposition.</p>
Second quarter ...	<p>Texts:</p> <p>Last of the Mohicans.<sup>a</sup> Cooper.</p> <p>Simple and complex narration.</p> <p>American Literature. Pattee.</p> <p>Period of remonstrance and resistance.</p> <p>Composition:</p> <p>Narration.</p> <p>Units from text.</p> <p>Home experience.</p> <p>Fiction.</p>	<p>Texts:</p> <p>History of the United States.</p> <p>Thomas.</p> <p>Revolution.</p> <p>Composition:</p> <p>Outlines and narration.</p>
Third quarter ....	<p>Texts:</p> <p>Tales of a Wayside Inn. Longfellow.</p> <p>American Literature. Pattee.</p> <p>Concord School and Cambridge poets.</p> <p>Composition:</p> <p>Narration continued.</p>	<p>Texts:</p> <p>History of the United States.</p> <p>Thomas.</p> <p>Period of national expansion.</p> <p>Composition:</p> <p>Outlines and narration continued.</p>
Fourth quarter ...	<p>Texts:</p> <p>Vision of Sir Launfal.<sup>a</sup> Lowell.</p> <p>American Literature. Pattee.</p> <p>Diffusive period.</p> <p>Composition:</p> <p>Description.</p> <p>Wood turning.</p> <p>Cooking.</p> <p>Sewing and millinery.</p> <p>Letters.</p>	<p>Texts:</p> <p>History of the United States.</p> <p>Thomas.</p> <p>Civil war and reconstruction.</p> <p>Review of industrial development of United States.</p>

<sup>a</sup>College requirements.

## SECOND YEAR.

	English.	History.
First quarter . . . .	<p>Texts: The Idylls of the King.<sup>a</sup> Tennyson.</p> <p>Method: Review principles of narration, description, and laws of paragraph.</p> <p>Composition: Argumentation. Themes from the Idylls and personal experience.</p>	<p>Texts: History of England. Larned. Saxon and Norman periods.</p> <p>Composition: Argumentation. Social, political, and industrial conditions of Saxon and Norman.</p>
Second quarter . . . .	<p>Texts: Ivanhoe.<sup>a</sup> Scott.</p> <p>Method: Texts studied argumentatively for truth of pictures.</p> <p>Composition: Argumentation. Themes from Ivanhoe.</p>	<p>Texts: History of England. Larned. Plantagenet and Lancastrian periods.</p> <p>Composition: Argumentation. Development of English law.</p>
Third quarter . . . .	<p>Texts: Merchant of Venice.<sup>a</sup> Shakespeare.</p> <p>Private reading with argumentative reports of other comedies.</p> <p>Composition: Argumentation. Themes taken from comedies. Class debates.</p>	<p>Texts: History of England. Larned. Tudors and Stuarts. Waning reverence for royalty.</p> <p>Composition: Argumentation. Themes taken from history. Forms of debate.</p>
Fourth quarter . . . .	<p>Texts: Essays—Lord Clive, Warren Hastings, Macaulay.</p> <p>Review principles of argumentation and exposition.</p> <p>Composition: Outlines. Expository and argumentative paragraphs. Class debates.</p>	<p>Texts: History of England. Larned. Hanoverian period. Development of English ministry.</p> <p>Composition: Rise of democracy. Class debates. Present issues.</p>

<sup>a</sup>College requirements.

## THIRD YEAR.

First quarter . . . .	<p>Texts: Conciliation of America.<sup>a</sup> Burke. Reply to Hayne. Webster. Formal argumentation.</p> <p>Composition: The making of briefs. Exposition: <i>Resolved</i>, That the history of America is the history of industrial development.</p>	<p>Texts: History of Western Europe. (Course not given.)</p>
Second quarter . . . .	<p>Texts: Macbeth.<sup>a</sup> Shakespeare.</p> <p>Private reading with argumentative reports of tragedies, Lear, Hamlet, Romeo. Study of structure, character, poetry.</p> <p>Contemporary English literature.</p> <p>Composition: Character study. Exposition and argumentation.</p>	
Third quarter . . . .	<p>Texts: Minor poems of Milton.<sup>a</sup> Paradise Lost. Books I and II. Contemporary English literature.</p> <p>Nature of poetry. Classic form. The ode.</p> <p>Composition: Reproduction. Abstract, paraphrase, amplification of text. Independent criticism, exposition.</p>	

<sup>a</sup>College requirements.

## THIRD YEAR—Continued.

	English.	History.
Fourth quarter...	<p>Texts:</p> <p>Golden Treasury. Palgrave.</p> <p>Caroline poets.</p> <p>Burns.</p> <p>Review of English literature.</p> <p>The lyric.</p> <p>Composition:</p> <p>Reproduction.</p> <p>Original work.</p> <p>Related paragraphs, in critical exposition.</p>	

## FOURTH YEAR.

First quarter .....	<p>Texts:</p> <p>Essays—Civil and moral. Bacon.</p> <p>Essays.<sup>a</sup> Spectator. Addison.</p> <p>English literature.</p> <p>Composition:</p> <p>Outlines.</p> <p>Briefs.</p> <p>Expositional essays.</p> <p>The value of manual training.</p> <p>The use of English.</p>	<p>Texts:</p> <p>History of Greece.</p> <p>Civil and moral aspects of Greek life.</p> <p>Composition:</p> <p>Outlines.</p> <p>Briefs.</p> <p>Exposition.</p> <p>Ancient and modern life.</p>
Second quarter...	<p>Texts:</p> <p>Essay.<sup>a</sup> Milton and Addison. Macaulay.</p> <p>Essay on Burns.<sup>a</sup> Carlyle.</p> <p>English literature.</p> <p>History of the essay.</p> <p>Nature of poetry.</p> <p>Composition:</p> <p>Outlines.</p> <p>Original essays.</p> <p>Contrast of Macaulay and Carlyle's themes of poetry.</p>	<p>Texts:</p> <p>History of Greece.</p> <p>Political lessons from Greek monarchies and republics.</p> <p>Greek literature.</p> <p>Composition:</p> <p>Outlines.</p> <p>Briefs.</p> <p>Comparison and contrast.</p> <p>Greek examples.</p>
Third quarter ...	<p>Texts:</p> <p>Poetry.</p> <p>The Princess.<sup>a</sup> Tennyson.</p> <p>The Ancient Mariner.<sup>a</sup> Coleridge.</p> <p>The Vision of Sir Launfal.<sup>a</sup> Lowell.</p> <p>Fiction.</p> <p>Vicar of Wakefield.<sup>a</sup></p> <p>Private reading with report.</p>	<p>Texts:</p> <p>History of Rome.</p> <p>Development of Roman Republic.</p> <p>Roman expansion.</p> <p>Stories of conquest.</p> <p>Composition:</p> <p>Outlines.</p> <p>Briefs.</p> <p>Narration.</p> <p>Reproduced. Original.</p>
Fourth quarter...	<p>Texts:</p> <p>Fiction.</p> <p>Ivanhoe.<sup>a</sup></p> <p>Silas Marner.<sup>a</sup></p> <p>Private reading with reports.</p> <p>English novels.</p> <p>English literature.</p> <p>History of fiction.</p>	<p>Texts:</p> <p>History of Rome.</p> <p>Rise and fall of Empire.</p> <p>Study of Roman law.</p> <p>Industry.</p> <p>Commerce.</p> <p>Italian influences.</p> <p>Composition:</p> <p>Outlines.</p> <p>Briefs.</p> <p>Exposition and argumentation.</p> <p>Narrative.</p> <p>Reproduced.</p> <p>Original.</p>

<sup>a</sup>College requirements.

## MATHEMATICS.

In the teaching of mathematics in the manual training schools it is the desire of the teachers of this subject to combine theory and practice as far as possible. At present the instruction in high school

mathematics is too abstract. It is only as the pupil sees how he can apply his knowledge of the subject that he develops power of action.

While much of the vagueness of mathematics has been removed by the helpful cooperation of the drawing department, the laboratories, and the shops, it is earnestly hoped that this association can be made even more effective. To this end the pupil is held responsible for failures in these departments when the failures are caused by careless work in mathematics. The main point in all this is to teach the pupil that a real question can be expressed in the language of mathematics, and that he can make real questions out of mathematical problems. If he can be made to feel this it will be possible to fix in his mind the fundamental principles which underlie mathematical operations. With these principles mastered his future success in this study is assured, for the greatest hindrance to advanced work is the lack of a clear conception of its fundamental truths.

Because of the great importance of mathematics in the manual training curriculum, parents are urged to cooperate with the teachers in securing a reasonable preparation of assignments. Nothing is more fatal to individual or class progress than careless preparation. There is a continuous development in this subject that makes each lesson almost a necessity to a clear understanding of the one that follows. Possibly it is failure to prepare properly the lessons that causes discouragement in many cases. It is the daily doing of the work that is essential. Rarely is it possible for a pupil to do neglected work in a way satisfactory to the teacher or helpful to himself. Hence parents are earnestly asked to keep in touch with the pupil's progress. It is the aim of the department to inform parents as frequently as advisable in regard to the failure of a pupil. Much good was accomplished the last year by the help of parents whose attention was called to the pupil's work. The teachers believe that the course in mathematics as outlined is within the grasp of every pupil who has been properly prepared to enter the school, and that it is possible practically to eliminate failure if a sufficiently close cooperation can be established between parents and teachers.

An attempt is made to make the pupil feel that he is not beginning something entirely new in his first year's work. In both arithmetic and algebra he is taught by constant drill in mental operations to think rapidly. Neatness in arrangement of the written work and logical development of mathematical principles are insisted upon. Graphical representations of problems in both arithmetic and algebra are encouraged as being not only helpful in the subjects but also broadening in the general study of mathematics. Frequent written lessons containing simple original work are given throughout all the subjects.

On account of the frequent complaints of the lack of ability in handling the simple operations of arithmetic it was thought advisable to introduce practical arithmetic into the two-year course. The pupil

who selects this course has a limited time to spend in the high school, and no greater service can be rendered him than to teach him the useful principles of arithmetic.

In beginning the work of this course a review of the past work is given. Such a review is an absolute necessity, and when skillfully done is of the greatest value to the pupil. Complaints, then, as to poor preparation are generally due to the careless reviewing of the subject. A few minutes each day are given to rapid oral work to teach facility in handling ordinary numbers.

The text-book is used not as a "master to be feared, but rather a servant to assist." Good results are obtained by basing problems upon the actual experience of the pupil. Areas are measured. Certain propositions, such as those relating to the measuring of squares, rectangles, triangles, etc., are taken up in a reasonably scientific way. These figures are cut out of paper or made from wood, and are used to make real the formulae sought. The work of the Armstrong School has been especially successful along this line. After spending three or four months in the study of arithmetic the pupil of the two-year course takes up algebra. He has been familiarized with the use of literal expressions and of algebraic language while studying arithmetic. Oral exercises in algebra similar to those in arithmetic are continued. Algebra is studied as generalized arithmetic. Clearness of thought and expression is desired. The idea underlying the statement is of more importance than the statement itself, although that should be absolutely correct. The equation is studied carefully because of the great interest it naturally arouses, and with its solution is taught the process of proving (checking the result). Factoring is taught through the entire year. By that is meant that the pupil is encouraged to use factoring whenever practicable. By so doing he has a constant drill in factoring and is so laying a good foundation for the handling of quadratics.

The pupil of the four-year course begins his work in mathematics with algebra. He is given a review of what he had in the grades. This enables the teacher to know at once what the class is prepared to do, and no time is lost in doing what is unnecessary. From the first of this year's work, throughout the course in mathematics, the pupil is taught the necessity of checking each operation. Professor Chrystal says:

The ultimate test of each solution is that the values which it assigns to the variables shall satisfy the equation when substituted therein. No matter how elaborate or ingenious the process by which the solution has been obtained, if it does not stand the test, it is no solution; and, on the other hand, no matter how simply obtained, provided it does stand this test, it is a solution.

In geometry, in the second year, the pupil is made thoroughly familiar with definitions from the beginning. He must acquire a thorough knowledge of the fundamental concepts. To this end mere

memorizing is discouraged, and exercises in geometrical drawing are given as a means of familiarizing him with definitions. He is urged to make use of his knowledge of mechanical and free-hand drawing to express his ideas of geometrical truths. Independent thinking is encouraged, and any special aptitude the pupil possesses is seized upon by the teacher to further his progress in this subject. That "geometry can not be mastered by reading the demonstrations of a text-book" is a well-known fact. Each lesson given in geometry emphasizes this statement and strengthens the belief that only those truths that the pupil is led to discover really cause him to become strong in the subject. Much attention is given to oral recitation, since we believe that "no proper substitute can be found for an abundance of oral recitation." Much attention is given, also, to teaching the pupil to devise constructions and demonstrations for himself. In attacking a theorem he is taught to make his figure as general and accurate as possible. Care is taken that he state clearly what he is given and what he has to prove. Frequently he is asked how he is going to proceed. Often the theorems he uses in his discussion are taken up and demonstrated as a review.

It is in the third year's work that the most satisfactory results in geometry are obtained. The pupil is well prepared to do his best work here. His work in mechanical drawing has removed much of the difficulty that is usually encountered in the study of solid geometry—viz, the drawing of the figures. He can represent his figures accurately and readily. Models of the figures are made and brought to class. Propositions are studied first from these models. These preliminary discussions are not given in lieu of rigid proof, however; they are given to bring the subject of geometry vividly before the mind of the pupil and to arouse an interest. The pupil's experience in the workshops is constantly used to enrich the recitation. Abstract exercises are put into concrete form whenever practicable. Such an exercise as "Find a point in a plane such that the sum of its distance from two given points on the same side of the plane shall be a minimum" becomes much more real and interesting when the two points are supposed to represent two pulleys attached to the ceiling of the room, the point in the plane a pulley in the floor, and the minimum distance the least possible amount of belting needed to drive these pulleys. In all this work, however, the teacher is to keep constantly in mind that the purposes of the study of mathematics are to develop on the part of the pupil the power to reason logically, to make concise statements, to apply acquired knowledge of principles in solving new problems, and to generalize from established truths. Models are to be used as crutches. To use them to the exclusion of the general discussion would be to dwarf the imagination and the power of abstraction.

Trigonometry is taken up at the beginning of the third quarter of

the third year and studied for the rest of the year. The sine, cosine, etc., are studied as ratios and their relation discovered by actual measurements. Heights of buildings are measured by means of the transit and these results verified. The pupil is encouraged to make an effort to go out with a surveying party during vacation periods.

In the fourth year college algebra and analytic geometry are taught for two quarters each. During this year those principles which were found too difficult for the first year's work are mastered. Many of the pupils taking this year's work are expecting to go farther in the study of mathematics, and there is no lack of interest encountered by the teacher. The pupil readily learns to plot simple equations and to solve simultaneous equations by means of a graph. The use of the graph gives him a clear notion of the roots of equations in general and prepares him to recognize the equation of the circle, parabola, ellipse, and hyperbola when he takes up analytics later in the year.

While it is not the purpose of this department to prepare a pupil for any particular college, the work is so arranged that he may meet the college requirements. That the pupils are prepared to do college work is attested by replies received from the colleges our graduates are attending. The reports up to the present time say that none of them has been conditioned or dropped, but that their work is satisfactory and in some cases excellent.

#### PHYSICS.

The work in physics this year has been carried on with a feeling of satisfaction, as new quarters were occupied and a good set of apparatus was used.

The actual construction of apparatus had to be given up, largely because of delay in starting the shops. Some telegraphic and telephonic apparatus was made by pupils at their homes, however, and the electrical sections were given good practice in wiring the shop motors and lights and also in wiring the laboratories.

In place of notebooks the loose sheet report system was used and will be continued for some of the work. These reports were required of all pupils in the subject, but next year fewer will be written and notebooks will be used in the college course.

Laboratory work occupied half the time, the experiments being qualitative in the course for beginners and quantitative in the later work. Whenever possible the experiments were given a practical character, such as the actual connection and operation of two telegraph stations and the connection of electric bells, battery cells, and pushes in various combinations.

The laboratory work called for by the college entrance requirements was completed satisfactorily, with two periods a week during the year, but the recitation work had to be crowded. It is believed that the college candidates should have five periods a week in a section by themselves.

The work in the dynamo laboratory has proved very popular with the advanced pupils, the practical handling of dynamos and commercial measuring instruments appealing to them strongly. One of these boys installed a 50-subscriber telephone exchange, while another took contracts for wiring residences for lights. Credit for this outside work was given these boys when making up the laboratory records for the year.

During the year inspection trips were made to the various lighting and power stations in the city. The school plant was carefully studied, each pupil being required to hand in a report containing, among other things, a complete wiring diagram, plan and elevation of engine and boiler rooms, and a record of energy output.

The teaching of physics to first-year pupils appears desirable. While our experience shows that very little mathematical work can be expected from them, yet they obtain a good general knowledge of essential facts. If they continue the subject another year, they benefit much from the first year's study.

At the close of the school year an exhibition was held, at which was arranged on the laboratory tables apparatus, together with the proper directions, for each experiment performed during the year. A model trolley car, a small arc light, a two-station telephone circuit, all in operation, were also shown, and in the dynamo laboratory the X-ray and wireless telegraphy were exhibited.

For the coming year it has been arranged with the various shop instructors to have the advanced pupils construct a small alternator for the dynamo laboratory. This work will include all the operations from the making of the drawings to the winding and testing of the machine. For the third year of the special four-year course there has been planned a course in steam.

#### CHEMISTRY.

Despite the embarrassment resulting from the use of an improvised class room until November and from the lack of a laboratory until Christmas, the student product of this department was a signal success. The fidelity of the students more than counteracted the confusion caused by these delays. At the Armstrong School the work was subjected to similar delay at first, but a fair start was made, considering the year as a whole.

#### COURSES.

The first year is required and covers four periods per week. Remsen's Elements of Chemistry is the text-book used, the teacher furnishing the experiments.

*Outline.*—Physical and chemical changes; the preparation and careful study of oxygen, hydrogen, carbon, nitrogen, chlorine, bromine, iodine, fluorine, sulphur, phosphorus, silicon, potassium, sodium, calcium, magnesium, zinc, copper, mer-

cury, silver, aluminum, lead, tin, iron, manganese, and chromium. Flames, oxidation, reduction, acids, bases, salts, crystallization, laws of chemical combinations, combining weights, atomic weights, valence, an intelligent use of chemical terms and equations, and a large number of problems showing useful applications of these laws. Water (potable and boiler), air (relation to animal and vegetable life), hydrochloric, nitric, and sulphuric acids, carbon dioxide, carbon monoxide, oxides of nitrogen, ammonia, sulphur dioxide, hydrogen sulphide, sodium hydroxide, and ammonium hydroxide. Fuels, the metallurgy of the most useful metals along with their chief compounds, the manufacture and varieties of pig iron and steel, all in the most practical way are given special prominence. Instead of an extended study of metals, girls will take up foods, their chemical composition, changes produced by cooking processes, vital forces, and fermentation (with a microscopic study of the leading organisms producing the same). Textiles—cotton, flax, ramie, wool, and silk—a study of their organic structure with microscopic and chemical methods. Dyeing—the leading materials used and the operations preliminary to their application. The chemistry of washing, cleansing, and bleaching.

The second year is optional and covers four periods per week. No text-book is required. This course, with extended laboratory work, is prepared by the teacher.

*Outline.*—Qualitative determination both in solution and in the dry state of metals, acids, and salts. The characteristic test for each metal is first mastered, then their behavior in groups, and finally their detection in complex solutions. The acids are studied in the same manner. After gaining a knowledge of dry reactions the student is given some of the more useful salts and minerals to determine. An extended study of boiler water, fuels, minerals, metals, and alloys, with special reference to their application to the industrial arts is made. The training of the first year as related to the more difficult chemical principles is enlarged. As time permits opportunity will be given to prepare a number of interesting and practically important compounds. For girls, more stress is laid on topics related to domestic science.

The third year is optional and covers four periods per week, but more time is strongly advised. No text-book is required, as the work is mapped out by the teacher. This course is of special advantage to engineers and to those who wish to become chemists.

*Outline.*—Quantitative analysis. A few examples of analyses are first given to acquaint the student with the essentials underlying gravimetric and volumetric analysis. Special work is then given to the analysis of fuel, gas, water, lubricating oil, iron ore, building stone, and clay. This course is enlarged and shaped for any student whose plans for the future suggest special training in some particular phase of chemistry.

The general policy which was outlined in the report of 1901-2 was again followed this year, and has met with such success that it is but logical to repeat the same next year. However, in the light of experience, it appears that certain modifications of details will strengthen the work. Simpler and more representative experiments are now under consideration for next year's work. More and more do we believe it to be to the best interest of the student to find in chemistry the reflection of the most interesting and important everyday phenomena and to see that a knowledge of the same is indispensable to a

highly useful acquaintance with the material world whose successful utilization means widest prosperity.

It is not the purpose of this department to train specialists, although the student will have received at the end of his course the necessary foundation in that direction, but rather to help develop what is to-day so much in demand, namely, the man of scientific attainments who knows how to apply his information. It is believed that to this end a better correlation of the work of this department with that of the other departments would be advantageous. Consultations with the heads of some of the departments have strengthened this belief, and a study of the work of the others brings further argument in its favor.

Space devoted to a chemical museum would be wisely used. Here, for the inspiration of students and for the instruction of visitors, could be placed ores, metals, useful rocks, raw materials and illustrations of their changes in passing to the finished product, and exhibitions of the work of students.

#### GERMAN.

The first-year class of the McKinley School completed the twentieth lesson of Spanhoofd's *Lehrbuch*, the plan of instruction being substantially the same as that used last year.

The second-year class reviewed the first-year work and completed *Lehrbuch*, omitting the lessons on the subjunctive mood. This subject was studied in connection with *Höher als die Kirche*, a book which the pupils read and translated, using the text for conversation.

The small third-year class, consisting of fourth-year pupils, reviewed the whole of Spanhoofd's *Lehrbuch*, read and translated *Die Journalisten*, using the material of the play for conversation and composition. This class was not able to do the work originally planned for it, because its teaching point was below that of the pupils regularly taking third-year German in the third year. This deficiency was owing, in the first place, to the fact that a year had elapsed since the class had studied German, and, in the second place, because their programme was such that they could come only irregularly.

The Armstrong School classes, one in the first year and one in the second, were taught according to the plan followed at the McKinley, and covered practically as much ground under the excellent instruction they received.

#### FREE-HAND DRAWING AND DESIGN.

The first-year work was carried on under adverse circumstances. The classes, which were large, numbering as high as 42, were given instruction in an ordinary class room at the Central High School. This room was good enough in itself, but inasmuch as it had to be used to seat a section the usual school desk was required, thus rendering it impossible to equip the room for the good of all concerned. The section coming into the room at the close of a drawing period

made the progress of teachers and pupils difficult, and while there was never any serious complaint, at the same time the situation was at all times trying and unsatisfactory, not only to the drawing teacher, who at times cared to retain pupils for work, but also for the section occupying the room, the members of which frequently found their desks in a soiled condition—something that is quite unavoidable in a drawing room if there is work accomplished. These things restricted the course of study, as it was restricted the previous year, to matter calculated to interest the student and to hold his attention to the principles of design; and to secure the best results along this line no great amount of free-hand drawing could be attempted, although this must become a well-developed and important part of the first-year course of instruction.

More specifically speaking, having drawn from flowers and plants with pencil and with brush and ink, having applied the principles of design to many exercises, and having given some time to the study of color, the pupils of these classes during the latter part of the year applied many of the designs thus made to picture frames, to brass lamp shades, and, by means of the stencil, to cloth. The members of the two-year course modeled in wax several flower arrangements in relief, and, having cast them in plaster, in turn colored the casts.

The first-year work carried on in our own rooms at the McKinley building covered the same ground with the addition of a few weeks' study of simple free-hand perspective from geometrical solids and still life.

The girls of the first-year sections took the nature study and composition spoken of elsewhere.

The boys of the second and third years of the four-year course studied free-hand perspective, advanced work in design, in flat washes of color and India ink, in wax modeling, drawing from the figure in charcoal and ink, and historic ornament. Those in the second year of the two-year course had the same studies with more wax modeling and a larger amount of work with washes.

The girls of the second, third, and fourth year classes took the nature study and composition. About half of these girls were in the basketry classes.

The fourth-year section of boys had the following:

Pencil drawing from plant and flower forms.

Composition with plant and flower forms.

Exercises in dark and light and tones.

Color schemes.

Application of color to design.

Perspective in pencil from geometrical solids and still life.

Perspective in washes of India ink.

Perspective in charcoal tone studies.

Figure drawing in ink—five-minute poses.

Figure drawing in charcoal tone studies.

Monotypes.

Optional: Water color, wax modeling, composition.

*Water color.*—Greater emphasis was given to the study of water color as related to nature and in a representative way than was at all possible during the year previous. All of the students were beginners, and therefore, while this number included all the girls from the first, second, third, and fourth year classes, the work they did must be classed as first-year color study. The aim of the course was the development of an appreciation of nature and her colors in a broad and wholesome manner through the study of nature and the use of colors in harmonious combinations. While it is not my intention to belittle any good work, a comparison of the nature work in color in the numerous school exhibitions that came our way last spring proved to me that the method that has been used here is not only the right one, but also that it is productive of quick results that are remarkable. The old method of having a student spend an entire period over the painting of a flower or leaf, as was often the case, is certainly at fault when the same student can make from six to ten studies of the same object in the same time, several of which will be far better than the one labored affair, while all of them are very likely to have that "life" quality so much desired. Besides studying nature much of the time, the students were able to do a great deal of work in composition with landscapes and flowers. The study of color played a very important part in this work, being applied in each problem, as it was also in the original designs for pillow covers, curtains, etc., that followed the work in composition near the close of the year. These designs were applied to different textiles by means of the stencil in pleasing combinations of color taken either from an original or selected color scheme and afterwards outlined in colored silks, woolens, or raphia.

*Wax modeling.*—In wax modeling a mere start was made along a line that promises well. According to one enthusiastic visitor "the hope of the school lies in this work." The amount of work done was so small that a detailed account of it will not take long and will best show the idea that prompts us to prescribe it.

The first exercise was the modeling in relief of either a flower arrangement, the forms being more or less conventionalized, or the design of a square or oblong tile, using a geometrical or natural form as a basis for the decoration. Many of these were cast in plaster. Having learned the method of working the wax with the fingers and with a simple tool, which many of the students made for themselves according to their ideas of what was needed for their work, the problem of a design of a paper knife was suggested. A blade was first modeled to suit the conditions—not too thick, not too sharp or pointed, beautiful in line, etc. If a handle were thought necessary, that was considered next. Its form, fitting and agreeable to the hand, in proportion to and carrying out the line of the blade, etc., was thoughtfully considered and settled. If it were thought possible to enhance the beauty of the design thus made by a decorative design, that came last. Conventionalized flower forms were again used, and great care

was taken that this part of the design be made secondary and strictly in keeping with the construction. Several of these knives were successfully carried through the three stages and were also reproduced in wood, although the carving of the mahogany and red cedar had to be done with the knife. In only one case was it possible to carry this work to the extent that we hope some day will be the rule. A wax model of a hinge was made by one of the pupils and by him reproduced in iron in the forge shop. The result was gratifying, and leads us to feel certain that with more time given to it the students will derive great good from this process, which we understand is the method used by the best manufacturing plants in the design of this class of ironwork.

Mr. Stimpson, of Pratt Institute, says that the wax modeling has been of great value to him during the past year in his work with the high school students and has brought the forge shop and art room nearer together than they have been before.

Mr. W. S. Perry, in his report for 1903, says:

The student must also learn to carry out his work in the round. He must model in wax and understand the principles of form through familiarity with the third dimension. In designing relief ornament in clay or wax he is learning to apply not only the same principles of space relation that govern design in the flat, but he also finds that his design must be a part of the form it decorates, enhancing the beauty of the surface in light and shade values, and at the same time emphasizing the constructive value. Learning these valuable lessons, first through his full course of composition and design, and then in working in wax or clay, he is prepared to use these fundamentals in all mediums, whether iron, wood, clay, metal, weaving, or basket making.

*Basketry.*—This is a line of work which requires a few words in its behalf, because the teaching of it has been made the subject of newspaper comment and adverse criticism. Basketry was not taught as a part of the regular work, but it was offered, and voluntarily the students took it up where they could do so without hindrance to their other work. An exception to this might be found in the one or two special cases where the problem to design and make up a basket was given, as any other problem might have been offered, as a particularly fit part of the instruction at that point. It is to be hoped that in the near future all of the basketry can be taught in this way. The subject was strongly urged for all the girls, and especially for those intending to go to the normal school, because we believe in basketry as an excellent medium for conveying to the student the art idea, even as we believe that bench work, properly taught, for the same reason is invaluable to boys. During the coming year it will be urged more strongly than ever, inasmuch as we shall be better equipped to present the subject more reasonably and in a more attractive form.

*Special students.*—During the year there have been several students in the department doing special work in addition to the required two hours. The results obtained from these students and the interest

shown by them has been a source of much gratification to the instructors. Although some of this work appeared in the exhibition, nevertheless it might be well to name the many excellent posters designed during the year, the covers for the various issues of *Hand and Mind*, the stained-glass designs, the leather tooling, the painting on china of original designs, and the stencil work on silks and other materials, all this being the work of the special students.

*Exhibitions.*—In February Messrs. Dulin & Martin loaned us for a short time for exhibition purposes a collection of Van Briggle, Teco, and Grueby pottery. These, together with several valuable pieces that were loaned to the department by others, were enjoyed for a week.

Through the kindness of Miss Humphrey an exhibit of the work of the Art Students' League was hung on the walls for two weeks in April.

The Episcopal School of Beaufort, N. C., sent to us 13 baskets made by their students in two weeks. The exhibit was with us three weeks.

Twice during the year the Camera Club used the walls of the drawing room for exhibitions, one being the past work of the members, the other a loan collection.

The collection of drawing and design which formed a part of the McKinley Manual Training School exhibit at the Public Library during the week that the Eastern Art Teachers' Association met in this city was given a most prominent place. It represented the work done by the department as well as could be shown on paper.

#### MECHANICAL DRAWING.

The work in this department has followed closely that done in the year 1901-2.

In the first-year classes the same course of exercises was used, special attention being given to accuracy in measurements, the dimensioning of drawings, the use of free-hand lettering, and to the systematic arrangement of the sheets in respect to their size, filing numbers, and titles.

At the end of the first year the pupil has developed fair ability in the use of the instruments and has also acquired a general knowledge of working drawings. This enables him to construct such figures as are necessary for an understanding of the work in simple projections that comprise the second-year course. The aim in selecting the sheets for this course is to include all of the ordinary problems in projection and to give practice in points of technique which can only be touched upon in the first year.

The problems in projection of the second year are presented in such a way as to prepare the pupil for the descriptive geometry or general projection of the junior year. Only the simpler problems in descriptive geometry are undertaken, the aim being to enable the student to master such problems in projection as he is likely to meet in practical

work and to prepare him for the advanced work he will take up in this subject if he goes to college.

The work of the first three years having been of a preparatory nature, in the fourth each boy was permitted to apply his acquired knowledge in doing special work along whatever line seemed to be most beneficial.

Those girls of the first and second years who were preparing for the normal school were given instruction for two hours a week. Their course is yet in an undeveloped state, so a description will be deferred until later.

In addition to the regular hours extra time was allowed several pupils, with results indicating that such a plan can be followed with benefit by any who are especially gifted and interested.

The work accomplished has been generally gratifying, but it is believed that improvements are yet possible, to the end that graduates of this secondary school may have a knowledge of mechanical drawing that will enable them to fill with credit positions as draftsmen demanding ability to comprehend all of the ordinary problems to be met with and to execute the work with accuracy and ease.

While it is the aim of this department to qualify pupils to undertake the work of the professional draftsmen, yet it must be understood that only a small proportion of our graduates desire to become draftsmen. A knowledge of this subject is essential to the mechanic, the artisan, the engineer, the architect, the scientist, or the constructor in any department, and the chief aim of the study of mechanical drawing in this school is to contribute to the success of the student in other departments. On the other hand, the success of our graduates as draftsmen is due, in a large degree, to the breadth of their training in other lines, and especially to their knowledge of free-hand drawing and shop practice.

The work of the Armstrong classes is deserving of favorable mention. Only the most persistent and conscientious efforts could have brought this department in two years from absolute zero up to its present state. The mass of pupils are already doing commendable work, while individuals are showing results of a high degree of proficiency.

#### DOMESTIC SCIENCE.

Although it was necessary for this department to use until the 1st of January the same small room that it occupied last year, the work was carried on with few interruptions.

The girls in the first-year classes received practically the same instruction given last year. This included simple experiments, lessons in practical cookery, and the theory given in connection with these lessons. Compositions on this work were written. Some of the subjects were combustion, stoves, baking powder, yeast, starch, and

milk. These compositions counted as part of the lessons in English for the same girls.

This being only the second year of the school, the girls in the second, third, and fourth year classes all received practically the same instruction during the first half of the year. These lessons included a thorough review of the food principles, food composition, and comparative nutritive values of foods. For this work Atwater's Food Charts were used. With these lessons instruction in marketing was given. The girls, accompanied by the teacher, went to the market and there learned how to select the different foods and the cost of them.

The pupils were now prepared for the making of menus and each girl was required to prepare menus for the different meals for various seasons of the year. Not only was care taken to have suitable combinations of foods, but that there should be the right proportions of the food principles and that the meals should be inexpensive.

That the girls learned to plan, purchase, prepare, and serve a good meal for a small sum was proved in the dinners given by the different classes. These dinners consisted of soup, meat, two vegetables, salad, dessert, and coffee. They were planned for six persons, and the cost was never much more than \$1 for the raw materials. The class as a whole planned the dinner, a few of its members went to market and purchased the materials, while all the girls took some part in the preparation of the meal; then one girl, taking the part of waitress, served the dinner to invited guests.

The girls of the second year of the two-year course devoted part of the third quarter to the general planning, finishing, furnishing, and care of a house. In the last of the third quarter and first part of the fourth there were given lessons in laundry work. This, of necessity, was largely theoretical, but included practical lessons in soap making, removal of stains, laundering of laces and embroideries, and the ironing of plain clothing. The instruction given in the fourth quarter was chiefly in hygiene and home nursing.

The girls in the second year of the four-year course finished their work in the preparation of meals at the end of the third quarter. The lessons for the fourth quarter were in laundry work.

The third-year class was given the planning and care of a house in the third quarter and for the remainder of the year the time was spent on the laundry work.

The fourth-year girls received practically the same instruction as that given to the second-year girls of the two-year course.

The greatest interest was shown in all the work throughout the year. Especially was this noticeable in the marketing and preparation of meals, in the laundry work, and in the emergency and home nursing.

The aim of this department is to help the girls to become good home makers.

## DOMESTIC ART.

*Sewing.*—For the first quarter all incoming pupils were given a general review of the work included in the course in plain sewing in the graded schools. During the remainder of the first year the work consisted of the drafting, scientifically, of full sets of underwear and the making of the same. In addition, the more rapid workers completed a full set of house linen.

The advanced girls drafted and made summer dresses, tailor-made skirts, and shirt waists. In the fourth year this led to the making of tailor-made suits and evening dresses, especially those for the girls' own class-night and graduation exercises.

*Millinery.*—It has been the endeavor in this course to combine the practical principles of millinery with artistic feeling and judgment in the selection of design, color, and texture of all materials used. The judicious expenditure of money is dwelt upon so that economy may also be considered in the choice of these materials. That this has been understood and appreciated is shown by the purchases made by the pupils. They have been uniformly inexpensive, and yet in excellent taste. Stress is laid on the adaptation of design to the individual and the selection of such materials as are suitable and pleasing for various occasions.

Good hand sewing and familiarity with the use of the tape measure, together with ability to cut accurately, are required, and for this reason a review of sewing, such as is done in the course in the graded schools, was necessary before work in millinery could be undertaken.

Beginning with the making of bows to develop lightness of touch, the pupils were led gradually to the later work of designing and creating the entire hat. After they had designed, drafted, and covered two hats with cotton materials furnished for practice work, they were allowed to make a hat for themselves, providing their own goods, bringing from home any materials which could be utilized in the covering and trimmings. Originality in conception and development of ideas is encouraged, having in view an appreciation of good form in design and color in connection with practical work. The result of these efforts during a period of but a few months was most favorably commented on at the exhibition of the Eastern Art Teachers' Association held in this city in April last.

The following is the course of study pursued:

*First year.*—Exercise 1: (a) Making of bows and rosettes; (b) drafting hat frames; (c) making buckram hat. Exercise 2: (a) Cutting pattern and material for covering hat; (b) covering hat; (c) making, fitting, and placing of bandeau; (d) lining hat. Exercise 3: (a) Renovating velvets, ribbons, and feathers; (b) cutting bias folds and binding hat; (c) making milliner's folds and facing on hat; (d) covering hat with folds, shirrings, drapery, etc. Exercise 4: (a) making wire frames (two shapes); (b) making shirred hat; (c) making hat of

fancy straw braid over wire frame, also chiffon hats; (d) trimming hats.

#### SHOPWORK.

Since the last report of this department the field of action has changed from the old, cramped, and dingy quarters to the large, airy, well-lighted, and well-equipped shops in the McKinley building. While the capacity of the new shops is much larger than that of the old, the increase in pupils has been in even greater proportion, so the shops have been more crowded than ever.

The result in woodwork was very satisfactory, especially so considering the fact that there was but one instructor for over 200 boys in this department. The shop was worked to its full capacity, making it difficult for boys of the upper classes to complete unfinished courses. It was also impossible to give pattern making as much attention as the course contemplates.

In the forge shop the pupils were about twice as numerous as in any previous year. The work was conducted with particular credit to the instructor and to the school in regard both to discipline and to product. Owing to a lack of proper facilities the foundry practice was omitted and the forging was continued in its place until the close of school. It was found that the new forge shop was comfortable even in the warm days of June.

By running four periods a week after regular school hours the classes in the machine shop were accommodated. Owing to unavoidable delays in installing the machinery, the classes did not begin their work in this shop until about the 1st of December, and for that reason the amount of work done in this department was not quite equal to that of the previous year.

During the second quarter two boys of each section were detailed to the engine and boiler rooms for instruction.

For the coming year there has been prepared a well-planned course in firing, caring for boilers, engines, and generators, and in the taking and computing of indicator cards.

One boy from each section was detailed for duty in the tool room. He makes a charge on the blackboard for the articles taken out and at the end of the period is responsible for their return.

The suggestion in my report of last year that in the machine shop the boys be given their entire time for the week at one place in the programme was put into effect in the fourth-year class with very good results. It is recommended that this plan be extended to the third year and to the second year of the two-year course.

#### BUSINESS COURSE.

It is believed that the work of this course in the Armstrong School has grown stronger during the past year. The question of opportunity

for its graduates has received careful consideration, as a result of which the subjects of stenography and typewriting have been given more than the usual emphasis. In other particulars there was little divergence from the plan pursued heretofore.

#### MUSIC.

With no assembly hall at the McKinley School and only a study hall at the Armstrong it was impossible to conduct the work in music in a highly satisfactory manner, but, considering the adverse conditions, there was sufficient enthusiasm to insure very creditable results. At the former a general exercise for the school was held once a week, the pupils being massed in the second-floor corridor and upon the stairs, part seated and part standing. There was also a volunteer class of boys held after school one day a week. The class for girls who are in line of preparation for the normal school was also held after school.

#### THE CADETS.

It was a memorable year for the McKinley School in military matters. Our companies, C and D, were both unusually large, strong companies, and were both under excellent commanding officers. They worked hard and continuously to secure for this school the prize which was so eagerly but unsuccessfully sought by the same companies the year previous. This time the effort resulted successfully. Company C, Capt. George H. Huddleson, was the winner of the competitive drill. This victory reflected particular credit upon Captain Huddleson, as he was a third-year student.

The following tables give statistics pertaining to both schools:

TABLE I.—*Total enrollment of McKinley School, 1902-3.*

Year.	College and normal.		Special 4-year.		Special 2-year.		Total.		Grand total.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
First	76	37	64		60	26	300	63	263
Second	49	16	25		17	12	91	28	119
Third	37	6					37	6	43
Fourth	29	13					29	13	42
Total	191	52	89		77	38	357	110	467
Withdrawals	33	10	7		12	11	52	21	73
Total (at close of year)	158	62	82		65	27	305	89	394
Graduates	<sup>a</sup> 22	<sup>b</sup> 7			9	5	31	12	43

<sup>a</sup>Three are now at Cornell University, 3 at Lehigh, 1 at the University of Michigan, and 1 at Columbian.

<sup>b</sup>One is at Columbian and 1 is in the normal school.

TABLE II.—*Total enrollment of Armstrong School, 1902-3.*

Year.	College and normal.		Special 4-year.		Special 2-year.		Business.		Total.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
First.	15	40	11	—	11	46	29	17	169
Second.	4	17	7	—	7	45	20	16	116
Third.	4	3	—	—	—	—	—	—	7
Fourth.	7	4	—	—	—	—	—	—	11
Total	30	64	18	—	18	91	49	33	303
Withdrawals.	1	9	1	—	3	20	10	5	49
At close of year	29	55	17	—	15	71	39	28	254
Graduates.	65	4	—	—	4	30	14	12	69

<sup>a</sup>In addition to this number, 27 boys and 20 girls are pursuing special courses leading to certificates.

<sup>b</sup>Two are at the University of Michigan.

#### SALARIES.

I feel it my duty to make a special plea in behalf of better salaries for the principals and heads of departments in the manual training schools and for the grade shop teachers. I do this in the hope that some additional force may be lent to the strong efforts which the Board of Education is already making.

Good teachers are as valuable to Washington as to any other city in the country. More and more visitors come to the capital and the schools receive their due share of attention from them. Especially is this true of our manual training schools, which are in many cases manifestly under inspection as model schools of their kind. That they are and should be really such, every one having the interests of the city at heart is glad to believe and anxious to have maintained. This can not be accomplished without an effort. Well-designed buildings and suitable equipment are very necessary aids, but the teaching force is the vital thing of all.

The teachers of these schools have been brought together during the last three years. This has been a period of depression, as it might be called, so far as an abundance of adequate salaries is concerned. It has not been an era of prosperity in that respect. Under these conditions it is mere good fortune that we have been able to secure and retain many teachers of ability. If the school has made a promising start it is chiefly due to them. They are not only able, they are enthusiastic, because they believe in the kind of education the school stands for and are bending all their energies to further its aims. This enthusiasm, originating from such belief, is of the utmost value to the school. Coupled with an active school spirit on the part of the pupils, it goes far toward assuring success. In this connection I make the point that the spirit which thus dominates this particular body of teachers can not be duplicated in any body of teachers who might take their places, even at higher salaries. These men and women—

and those I am speaking of actually form the backbone of our faculty—came in at the organization of the school. They very largely initiated the work of the departments they direct, giving it character and trend, and they are constantly studying and conferring to the end that their work may be made to serve to the fullest extent the general aim of the school. If success follows their efforts it will be their success, for the work will be what they make it; they are not continuing what some one else began. This gives a zest which would be lacking in their successors. Therefore it is not enough that we may hope to have adequate salaries five years hence; we need them now. We ask for them in order to keep the teachers we now have, rather than to insure good ones in their places if they leave.

I repeat that good teachers are as valuable to Washington as to any other city in the country. When they have been trained here, have learned our schools, and have shown capacity for a high degree of development, they are more valuable here than elsewhere. A year ago a list was made up of the names of those teachers who during the past dozen years have gone from our high schools to those of other cities at salaries in some cases two and a half times as great as they received here. Without reflecting upon the teachers now in our high schools, there is cause for much regret when one stops to consider what these men would mean to our schools if they were in them now. Their abilities and ripe experience ought to belong to Washington, where they were trained and developed. Instead of this, others get the benefit, while we take on another supply of undeveloped and untrained men. This is not good business policy, and it does not insure good schools nor tend to produce good schools. Whether we have a proper pride in maintaining model schools for our visiting countrymen to see, or feel it a duty to give our children the best obtainable instruction, we must agree that neither aim is now properly fostered.

There is even more to be considered in connection with this particular corps of teachers. Manual training schools are increasing rapidly, and experienced teachers are in great demand. Especially is this true of men teachers, who make up the larger part of the corps. The science and shop teachers need to be men trained in engineering schools. This brings us into direct competition with the demand for such men in the industrial life of the country. This demand is always a persistent one, especially so at present, and the salary attractions are strong for able men, even for recent graduates. Unless we are willing to rest content with second-rate men, it is useless to attempt to secure these teachers for less than \$1,000 or \$1,200, while advancement must not be delayed if we wish to retain them.

This matter of salaries is a very serious one just at present for the manual training schools. They are still, in a sense, on probation; at

least they are in process of development. It is on the wisdom and skill shown in conducting them that their success depends, primarily, and it should not be placed in jeopardy through the lack of a few hundred dollars for salaries after nearly \$400,000 has been invested in buildings and equipments. There are heads of departments in this school worth to it double their present salaries who are liable to leave it any day to accept elsewhere 50 per cent more than they are now receiving, and yet reasonable and regular increases with a prospect of that amount at the end of a term of years not too long extended would probably keep them here indefinitely.

I should not leave this subject without including yet another recommendation respecting better salaries for the grade teachers of manual training. Every argument heretofore presented has as much weight as ever, *per se*, while the conditions which now obtain—the increased cost of living and the delay in granting any increase at all—adds much force to each.

#### GRAMMAR SCHOOL SHOPS.

The work of the grammar school shops was characterized by steady progress along the same practical lines which have been successfully followed for some years past. Much variety is introduced incidentally, but there is a fundamental idea which is not departed from and to which these variations must conform. This idea is simply that the work shall result in each boy acquiring a correct idea from actual experience under natural conditions of each of the tools and processes taught. It is also the aim to include in the list of such tools and processes those which are fundamental or general rather than special.

Very respectfully,

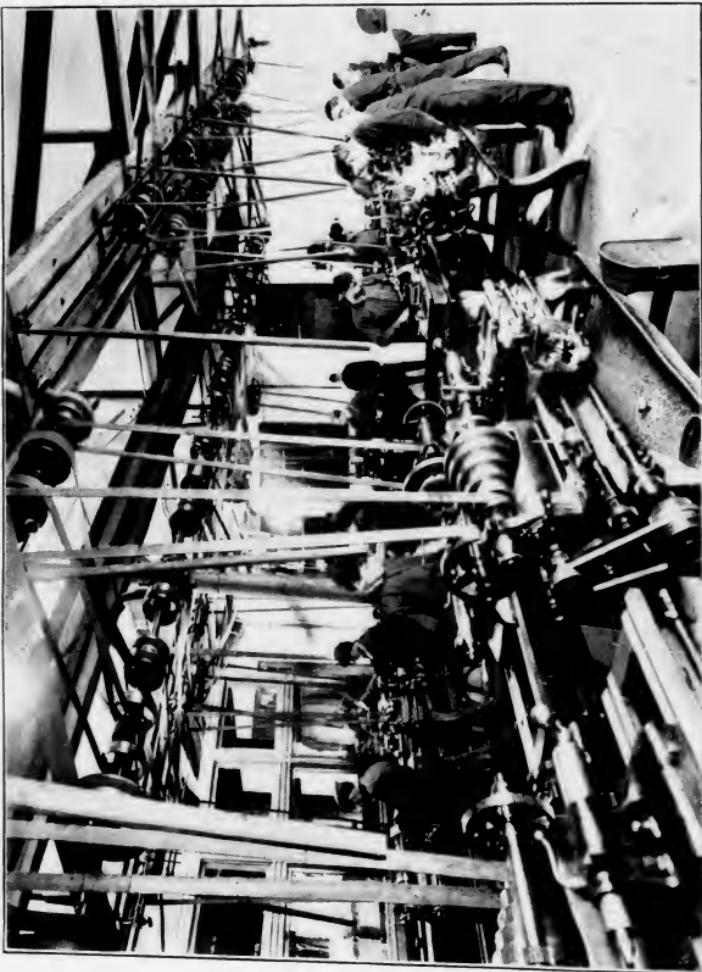
J. A. CHAMBERLAIN.

Mr. A. T. STUART,  
*Superintendent of Schools.*

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MACHINE SHOP, MCKINLEY MANUAL TRAINING SCHOOL.

## REPORT OF DIRECTOR OF COOKING.

SIR: I have the honor to submit the following statement concerning the domestic-science work in the schools for the year ending June 30, 1903:

There are now 13 white teachers and 5 colored teachers engaged in this work in the grades, and 1 white and 1 colored teacher in the manual training schools. These latter ones were assisted and relieved during the year by the assignment of grade teachers to these schools for part of each week. With the assistant director, Mrs. J. W. Shaw, and myself there are 22 people engaged in teaching domestic science in our schools.

With the exception of the pupils at Woodburn and a few in one or two of the remote county schools, all girls in the seventh and eighth grades are receiving instruction.

The regular monthly meeting of the teachers was continued to secure uniformity in the work, to allow an interchange of ideas as to the best methods of presenting the subjects, and to keep all in touch with the most recent investigations in this field of research, to which the time and thought of some of our best scientists are being given. Although at these meetings the subject for each lesson for the month was given, each teacher had to plan and prepare her own lessons. The work of the seventh and eighth grades was carried on along the lines which I have given in previous reports. The plan and purpose of the work was the same as in former years, namely, to interest the girls of these grades in some of the problems connected with the feeding of people. Children of this age are eager to cook something. Hence the cooking of food was the center about which were grouped such subjects as the kinds, sources, and uses of food, the history of the production of the material, the literature connected with it, and the money and nutrient value of it. All of this was, however, treated in a very simple way. Take, for example, one lesson, the making of corn-meal mush, which, considered superficially, is a most uninteresting subject, but as given to the children proved to be a most interesting one. One member of the class, following verbal directions, made the mush before the class, after which all wrote the directions for making it as they had seen it made. Then while it was cooking the story of the gift of the corn to the Indian, as told by Longfellow in the poem Hiawatha, was either read or told by members of the class. The description of the planting, growth, and harvesting of the corn, as told in the same poem, was read and verified by those who had been fortunate enough to see this in the country. As many of

the pupils had seen fields of corn, the appearance of such a field soon after planting time was recalled to mind. The corn plant was examined. The long, slender, tubular stalk was noted, as were also the joints or sections of the stalk, the manner in which the leaves were fastened to the stalk, adding strength and beauty, and the strong side roots which serve to support the plant. By means of all this the pupils were led to the decision that corn is a grass, but the tallest and most beautiful of all grasses. They then told how the meal of which the mush was made was prepared from the kernels on the cob, after which of other ways of using this most important of our food plants. Nearly every article of food used in the lessons was treated in a similar way, by which means the ethical as well as the practical side of the subject was presented.

Although food is the first need of man, and cooked food of civilized man, there are other problems than the cooking of food which the home maker has to face each day. This is an era of prosperity, yet prices of all things are high; hence, with a limited income, the home maker has need of a broad education to teach her how to provide for her family suitable food, clothing, shelter, and recreation without running in debt. This is the scope of the work for the manual training schools. It was the boast of the American laborer that he provided for his family the very best food in the market, meaning by this the choice, fancy, and high-priced articles. Much to his own discredit and detriment he did do this, and thus spent entirely too much for food, the result being that he was unable to provide them with proper clothing, shelter, or recreation, nor was he able to lay aside anything for the proverbial rainy day. Dietary studies made by the employees of the Department of Agriculture prove this to be true. Many of these same studies show in addition to this that the amount of food purchased and consumed by the poor as well as the rich was much in excess of the amount needed by the individual. This excess entails numerous ills; hence it is time the masses were made to realize this, and taught how to serve a varied, palatable, and nutritious diet for less money, and to break away from the habit of eating so much. This subject of providing simple, nutritious, and inexpensive meals constituted the most important part of the year's work in the manual training schools. As this was the second year of the existence of these schools, this work was given to all except the first-year students. The pupils were taken to the markets and stores and shown how to select and buy the materials. They made lists of the materials found in the market at different seasons of the year, after which they made up menus for the meals for different seasons. The cost of these meals was carefully estimated, and the work continued until they were able to make one which should cost less than 17 cents per person for a dinner. After this the money was given to two or three members of the class, who were sent to market to purchase the material for the dinner. This material was then prepared

and cooked by members of the class, and served by one of them to invited guests, who, as you know, pronounced the meal attractive, palatable, and well served. Given an unlimited sum of money and a good market, anyone can serve a good meal; but to do this on a small sum requires long experience or special education.

If, as a people, we eat too much and spend too much for food, it seems to me the course in the manual schools should aim to modify this; hence our efforts have been for this and the establishment of a simpler standard of living.

By giving the students the opportunity to purchase, prepare, and serve food under competent supervision they will gain that knowledge which will help them overcome some of the difficulties which they will have in their own homes with untrained and inefficient help. When the subjects of laundry and house work were discussed for this course some feared the girls would refuse to take it, but such has not been the case. Indeed, we have heard some who had elected other work say if they had known something beside cooking would be taught they would have elected the domestic science as a "special study." The removal of stains from cloth, the "doing up" of laces, ribbons, embroideries, and even shirt waists proved to be most interesting work, nor was the interest abated when the building and care of the house were discussed, for here the idea kept before the class was of the perfect house, which each desired to plan and build at some future day. When the subjects of nutrition and emergencies were begun the center of interest was the invalid who was to be restored to health. They learned that even the making and changing of the bed for such a one required special care and training. A new iron hospital bed, bandages, and simple appliances made it possible for us to teach the practical side of this subject. The patient for this work was, however, a very active child of 11 or 12 years of age, who responded intelligently to instructions and seemed to enter into the spirit of the lessons.

Few visitors to the school knew anything of the scope of the work of this department. The majority of them thought the girls spent all of the allotted time in the preparation of new and fancy dishes; but when they were told what we were teaching and what we hoped to accomplish they heartily approved of the work and were glad there was some place where the girls of to-day could learn to keep house, but they wondered how we would do so much in such limited space. I think I need not add one word urging you to put forth unusual effort to secure additional appropriation to enlarge the present buildings, for I am sure you must realize how hard it has been to give such varied work as I have outlined in the one room which is equipped for individual laboratory work in cooking and will do your best to secure the needed additional space.

After reviewing the year's work I feel that this has been a very successful year. This success has been due to the hearty cooperation and earnest endeavor of each and every teacher engaged in the work

and to the support and encouragement given me by yourself and members of the Board of Education, for which I earnestly thank you.

The following tables show the location of the school kitchens and teachers, the number of classes taught, and the amount of money used for provisions:

## FIRST EIGHT DIVISIONS.

Name of teacher.	Where teaching.	Pupils received from—	Number and kind of classes.	Number of pupils.	Amount for provisions.
E. W. Cross	Thomson School	Thomson, Franklin, and Webster schools.	6 seventh, 5 eighth, and 1 second-year eighth grades.	165	\$52.45
Do.	McKinley Manual Training School (1 day).				
K. D. Jones	Dennison School	Dennison, Adams, Phelps, Harrison, and Chevy Chase schools.	8 seventh and 5 eighth grades.	169	48.24
M. J. Merrillat	Berret School	Berret and Force schools.	4 seventh and 3 eighth grades.	110	29.09
Do.	Ninth and K streets SE.	Tyler and Buchanan schools.	3 seventh and 3 eighth grades.	94	24.37
L. Johnson	Johnson Annex	Johnson, Monroe, and Hubbard schools.	4 seventh, 3 eighth, and 1 second-year eighth grade.	108	55.26
Do.	Van Buren Annex	Van Buren, Van Buren Annex, and Good Hope schools.	3 seventh and 2 eighth grades.	62	
M. A. Burns	609 O street NW	Abbot, Emery, Polk, Morse, Henry, and Twining schools.	7 seventh, 6 eighth, and 2 second-year eighth grades.	225	49.67
J. P. Wilkinson	Seaton School	Seaton, Blake, Abbot, Gales, Arthur, Langdon, and Twinning schools.	9 seventh, 4 eighth, and 1 second-year eighth grade.	205	40.64
N. L. Riggles	Emery School	Emery and Morse schools.	3 seventh and 3 eighth grades.		
Do	Congress Heights School	Congress Heights School.	1 seventh and 1 eighth grade.		
Do	Tenley School	Tenley School	do		
Do	Benning School (white)	Benning School	1 seventh and 1 second-year eighth grade.	146	39.69
F. B. Espey	646 Massachusetts avenue NE	Taylor, Blair, Hayes, Pierce, Madison, Peabody, Carberry, Maury, and Hilton schools.	7 seventh, 5 eighth, and 3 second-year eighth grades.	264	60.52
F. Jenkins	Wallach School	Lenox, Towers, Dent, Brent, and Wallach schools.	7 seventh and 6 eighth grades.	205	49.13
M. E. Davis	Jefferson School	Jefferson, Bradley, Smallwood, and S. J. Bowen schools.	9 seventh and 6 eighth grades.	207	45.83
L. Noyes	730 Twenty-fourth street NW	Grant, Toner, and Weightman schools.	4 seventh and 4 eighth grades.	115	
Do	Brightwood	Brightwood and Takoma schools.	1 seventh and 1 eighth grade.	30	46.18
Do	Brookland	Brookland School	1 seventh and 1 eighth grade.	33	
A. M. McDaniel	High street	Curtis, Jackson, Addison, Fillmore, Corcoran, and Reservoir schools.	7 seventh and 7 eighth grades.	211	43.60
E. W. Saxton	Eighth and I streets NE	Pierce, Taylor, Webb, Madison, Hayes, and Blair schools.	8 seventh and 7 eighth grades.	245	47.55

## NINTH, TENTH, AND ELEVENTH DIVISIONS.

Name of teacher.	Where teaching.	Pupils received from—	Number and kind of classes.	Number of pupils.	Amount for provisions.
E. Freeman .....	Stevens School .....	Stevens, Sumner, Briggs, and W o r m l e y schools.	10 seventh and 5 eighth grades.	215	\$49.92
A. M. Wilder .....	J. F. Cook School	Slater, Cook, Langston, Garrison, Patterson, Banneker, and Jones schools.	.....do.....	224	48.73
H. Johnson .....	Lincoln School .....	Lincoln, Lovejoy, Bell, Giddings, a n d L o g a n schools.	8 seventh and 6 eighth grades.	202	51.12
J. Freeman .....	Bruce School .....	Bruce, Mott, and Wilson schools.	3 seventh and 3 eighth grades.	83	
Do .....	Hillsdale School.	Birney and Garfield schools.	3 seventh and 2 eighth grades.	61	46.52
Do .....	Benning School.	Benning School.	1 seventh grade.	16	
J. McAdoo .....	Randall School .....	Randall School .....	2 seventh and 2 eighth grades.	48	
Do .....	917 P street NW	Garnet School.....	.....do.....	56	31.99
Do .....	Armstrong Manual Training School (1 day and 4 halfdays.				

Very respectfully,

EMMA SUTER JACOBS, *Director.*Mr. A. T. STUART,  
*Superintendent of Schools.*







LANGSTON SCHOOL, DEDICATED NOVEMBER 14, 1902.

## REPORT OF DIRECTOR OF SEWING.

SIR: The following report of the sewing department for the year 1902-3 is respectfully submitted:

The number of pupils given instruction in sewing in the graded schools was 10,537, divided as follows: Plain sewing, 5,829 white and 2,418 colored; cutting and fitting, 1,700 white and 590 colored. In the manual training schools 309 were instructed—116 at McKinley School and 193 at Armstrong School.

The corps of sewing teachers for the graded schools numbered 29, including the director and assistant director, and for the manual training schools 5.

Our work has now become so systematized that few innovations occur or seem to be required, and the general statement may be made that we have pursued during the past year the established methods of previous years.

A strong feature of our work is an adherence to uniformity of instruction in all of the schools of the same grade, this being accomplished by monthly meetings and regular reports from the teachers to the director.

The first few weeks of the year were devoted to preparation of materials, drills, and a review of the previous year's work, practical application of all stitches and seams already learned being made on miniature garments. These garments are drafted and cut by the pupils, the aim throughout being to develop judgment and insure neatness and accuracy.

The prevalence of contagious diseases during the year caused frequent absences of the pupils from our classes, and as a consequence the amount of work completed did not equal that of previous years, but the results in many lines showed decided improvement. This was especially noticeable in the sixth-grade classes, giving evidence that the pupils in the lower grades are receiving a good foundation for the more advanced instruction.

In the fourth and fifth grades the pupils were encouraged to do home work, and samples of patching, darning, and buttonholes were completed at home and returned for the inspection of the teachers. In this way the work was brought to the attention of parents, and numerous expressions of their approval were received by the teachers.

### CHANGES.

At the beginning of the school year 1902 there were four vacancies in the corps of sewing teachers, one vacaney which had occurred the previous spring having been only temporarily filled and three of the teachers having been promoted to the manual training schools, as follows: Isabelle Solomons as teacher of millinery in the McKinley School; A. E. Thomas and J. E. Anderson as teachers of millinery

and sewing, respectively, at the Armstrong School. These changes necessitated the appointment of four new teachers for the graded schools, and an examination to fill these positions was held September 15, seven eligibles being the result. The following persons were selected for appointment: S. A. Williamson and A. S. Medford for the white schools and E. M. Dean and Christine Harris for the colored schools.

During the year L. A. Hamer resigned, and the vacaney thus created was filled by the appointment of A. D. Jones. The promotion of E. M. Colhoun at the close of the year to the McKinley School caused another vacaney, which was filled by the appointment of M. E. Gregory.

#### EXTENSION OF THE WORK.

Two new cutting schools were established at the beginning of the year, one at the Emery School for sixth-grade pupils living at Eckington and vicinity and the other at Brightwood for the accommodation of pupils from Brightwood, Takoma, and Petworth.

It is hoped that a building may be secured in the neighborhood of the Seaton School for the benefit of pupils living near the Seaton, Blake, Abbot, Arthur, Gales, and Webster buildings, as the location of the cutting school which these pupils are now required to attend is very inconvenient for them in point of distance from the several buildings named.

As there is an available room at Congress Heights, a new cutting school will be started there for the reception of pupils in that locality.

All of the sixth-grade pupils in the District of Columbia, with the exception of those attending a few remote county schools, are now afforded the advantages of instruction in cutting and fitting.

The natural increase of plain-sewing work following the occupancy of several proposed new buildings during the coming year will necessitate the appointment of one additional teacher, and as there is now no list of eligibles from which to make appointments for the first eight divisions an examination of applicants for positions as sewing teacher will be necessary in September.

#### MANUAL TRAINING SCHOOLS.

Owing to the crowded condition of the manual training schools the space allotted for domestic art work was much too small, this being especially noticed at the McKinley School, where plain sewing, dress-making, and millinery were taught in the same room. This condition of things made it almost impossible to do as much in the way of class instruction as is necessary, and all of the work was more or less hampered. At the Armstrong School the conditions were better, as the dressmaking department occupied a separate room, leaving millinery and first-year sewing in one room. It is hoped that before another year provision will be made to allow separate rooms for each branch of the work.

The first year of the manual training school course is devoted to hand sewing, the use of the sewing machine and tapeline, and the drafting and cutting of garments, since accuracy in all of these lines is indispensable as a foundation for the more advanced work of the following years, which includes practical dressmaking and millinery.

Instead of devoting the whole of the first quarter to a review, as was done the previous year, only so much was reviewed at the beginning of each quarter as could be applied upon the garment made during that quarter. In this way the interest of the pupils was maintained and better results secured.

A set of underwear, consisting of four pieces, was made by the first-year pupils, these garments being drafted and cut by measurement. The origin, growth, and cost of materials used, quantity required for different garments, and taste and judgment in the selection of trimmings, etc., were features of the course.

The interest of the pupils in second and third year work was highly satisfactory, and the completed dresses and hats, the fruition of all of the previous instruction, elicited much praise for both pupils and instructors.

It may not be inappropriate in this connection to mention a fact which can not but be highly gratifying to those most concerned in the results of our sewing classes, that the tasteful graduation dresses of nearly, if not quite, all of the girl graduates of the Armstrong School at the commencement in June, 1903, and of probably a majority of those of the McKinley School, were the handiwork of their wearers.

The millinery department of the manual training school was inaugurated at the beginning of the past year, and the first year's results have demonstrated the wisdom of this extension of our work. The method of instruction is eminently practical and includes many features besides the mere manual execution of the work—as, for example, judgment in the matters of design, color, and the selection of material, the adaptation of particular designs to the characteristics of individuals and the judicious expenditure of money in the selection of materials to insure the most pleasing and satisfactory result with the greatest economy.

The exhibits of the work of the pupils of both the dressmaking and millinery departments of our manual training schools at the exhibition of the Eastern Art Association, held at Washington in April, 1903, were highly commended by visitors at that exhibition.

I append hereto the usual detailed statistical statement, and in conclusion beg to acknowledge the hearty cooperation of all associated with me in the sewing work and the courtesy and encouragement of yourself and the members of the Board of Education.

Very respectfully,

MARGARET W. CATE, *Director.*

Mr. A. T. STUART,  
*Superintendent of Schools.*

## PLAIN SEWING—FIRST EIGHT DIVISIONS.

Name of teacher.	Where teaching.	Number of pupils.	Number of classes.
S. C. Bartholow	Benning, Kenilworth, Phelps, Polk, Morgan, Chevy Chase, Hubbard, Monroe, Hayes, Blair, Wallach, Towers, Peabody, Hilton, Johnson, Hubbard.	459	24
Genevieve Cassin	Twining, Abbot, Madison, Taylor, Carbery, Blair, Jefferson.	603	25
M. E. Conboye	Henry.	554	25
E. M. Colhoun <sup>a</sup>	Weightman, Toner, Grant, Arthur, Woodburn, Pierce, Hamilton, Webb.	86	4
Caroline Dodson	Jefferson, Amidon, Smallwood, Greenleaf, Bowen, Bradley, Potomac.	568	23
Kate Graham	Adams, Force, Berret, Harrison, Thomson, Seaton, Dennison.	593	25
M. C. Henry	Webster, Buchanan, Cranch, Tyler, Maury	468	21
A. S. Medford	Lenox, Brent, Dent, McCormick, Van Buren, Congress Heights, Good Hope, Orr.	492	23
C. L. Stanton	Jackson, Fillmore, Threlkeld, Reservoir, Addison, Curtis, Corcoran, Tenley.	521	24
E. R. Thornton <sup>a</sup>	Lenox	330	24
R. E. Wilson <sup>a</sup>	Abbot, Henry, Brightwood, Brookland, Eckington, Emery.	25	1
S. A. Williamson	Gales, Blake, Langdon, Franklin, Petworth, Takoma, Morse, Emery.	345	15
A. M. Wells <sup>a</sup>	Conduit Road.	569	24
		16	1

<sup>a</sup>Teachers of cutting and fitting.

Total number of pupils	5,829
Total number of classes	259
Average number of pupils per class	22.50+

## CUTTING AND FITTING CLASSES—FIRST EIGHT DIVISIONS

Name of teacher.	Location.	Pupils received from:	Number of pupils.	Number of classes.
E. M. Colhoun <sup>a</sup>	607 O street NW	Webster, Seaton, Abbot, Twining, Henry, Polk, Morse, Gales, Blake, Hayes, Blair, Taylor, Madison, Pierce, Webb, Hamilton, Peabody, Carbery, Maury, Hilton.	226	13
S. A. Dalton	Eighth and I streets NE	Van Buren and Annex, Congress Heights, Good Hope, Jefferson, Amidon, Smallwood, Greenleaf, Bowen, Bradley, Hubbard, Johnson, Monroe.	255	15
S. M. Davidson	Peabody	Johnson Annex	135	8
Do.	Van Buren Annex	Van Buren and Annex, Congress Heights, Good Hope, Jefferson, Amidon, Smallwood, Greenleaf, Bowen, Bradley, Hubbard, Johnson, Monroe.	68	5
A. L. Norris	494 Maryland avenue SW	Jefferson, Amidon, Smallwood, Greenleaf, Bowen, Bradley, Hubbard, Johnson, Monroe.	200	12
Do.	Johnson Annex	Wallach, Towers, Brent, Dent, Lenox, Buchanan, Cranch, Tyler.	64	3
E. R. Thornton <sup>a</sup>	Seventh and G streets SE	Franklin, Thomson, Dennison, Harrison, Phelps, Morgan, Force, Adams, Berret, Chevy Chase, Brookland.	252	14
C. White	Dennison	Eckington, Emery.	211	12
Do.	Brookland	Takoma, Petworth, Brightwood.	21	1
R. E. Wilson <sup>a</sup>	Emery	Jackson, Fillmore, Curtis, Addison, Corcoran.	54	3
Do.	Brightwood	Grant, Toner, Weightman	24	2
A. M. Wells <sup>a</sup>	High street	120	8	
Do.	730 Twenty-fourth street NW	68	5	

<sup>a</sup>Teachers of plain sewing.

Total number of pupils	1,700
Total number of classes	101
Average number of pupils per class	16.83+

## PLAIN SEWING—NINTH, TENTH, AND ELEVENTH DIVISIONS.

Name of teacher.	Where teaching.	Number of pupils.	Number of classes.
M. G. Lewis <sup>a</sup> .....	Miner .....	23	2
A. Alexander .....	Garrison, Garnet, Patterson, Bowen, Ambush, Wilson, Grant Road.	500	23
J. R. Freeman .....	Phillips, Slater, Langston, Banneker, Douglas, Mott, Military Road.	451	22
G. B. Campbell .....	Stevens, Randall, Birney, Syphax .....	387	21
E. M. Dean .....	Sumner, Magruder, Stevens, Briggs, Wormley, Bruce, Little Falls Road.	384	20
C. A. Harris .....	Benning, Burrville, Garfield, Giddings, Lincoln, Bell.	279	22
A. D. Jones .....	Cook, Jones, Logan, Payne, Lovejoy, Ivy City .....	394	22

<sup>a</sup> Teacher of cutting and fitting.

Total number of pupils.....	2,418
Total number of classes.....	132
Average number of pupils per class.....	18.31+

## CUTTING AND FITTING CLASSES—NINTH, TENTH, AND ELEVENTH DIVISIONS.

Name of teacher.	Location.	Pupils received from—	Number of pupils.	Number of classes.
M. G. Lewis <sup>a</sup> .....	Miner .....	Wormley, Phillips, Briggs, Stevens, Sumner, Magruder. Bruce, Wilson, Mott, Military Road.	177	13
S. A. Goines .....	Bruee .....	Garrison, Garnet, Patterson, Banneker, Slater, Langston, Jones.	42	4
Do. .....	917 P street NW .....	Logan, Lovejoy, Lincoln, Giddings, Bell, Randall, Ambush, Bowen.	166	10
M. E. Griffin .....	Lincoln .....	Birney, Garfield .....	174	11
Do. .....	Hillsdale .....		31	3

<sup>a</sup> Teacher of plain sewing.

Total number of pupils.....	590
Total number of classes.....	41
Average number of pupils per class.....	14.39



PHYSICS LABORATORY, MCKINLEY MANUAL TRAINING SCHOOL.

## REPORT OF THE DIRECTOR OF PHYSICAL TRAINING.

SIR: I would remind you that this is the close of the fifteenth year of physical training in our schools. These have been years of growth and development, so that to-day no department is held in greater respect by the thinking public than that which looks after the physical welfare of the child in school. Physical education as a part of the school curriculum has long since passed the period when in the minds of a lay public it might have been considered a fad. Little by little thoughtful parents have learned to appreciate the efforts made in this direction and demand the best that can be given.

It is no longer expected that the pupil sit for five hours of the day in one position in his prison of desk and seat. With few restrictions the freedom of the schoolroom is his. He moves about in his chair, and if necessary does not hesitate to stretch his limbs. He rises and exercises for fifteen minutes, taking many deep breaths while the windows are open for the admission of fresh air. At recess he has the opportunity to play in the fresh air. In most schools a desk and seat have been specially fitted to him, so that he is not obliged to assume a cramped position when writing or drawing. The double seat so frequently seen in large cities in which two children sit side by side is not to be found in Washington. When we consider besides these things the well-lighted schoolrooms and attractive surroundings of many, we believe that the majority of the children in Washington when in school live under as healthful conditions as are to be found in the home, and that in some cases even more so is an acknowledged fact.

### NORMAL SCHOOLS.

Fully realizing the importance to the schools of the future of creating in the young women of the normal classes a full appreciation of the value of health, a strong desire to conserve that which is already possessed, and an earnest endeavor to do everything in their power to prevent unfavorable school conditions, a strong effort was made along this line, supported by all the instructors in the normal school. To this end more instruction concerning the laws of hygiene, both school and personal, was given in the hour devoted each week to the subject. Supplementing this course, lectures were given at intervals by well-known physicians in the city.

The daily gymnastic work of the normal classes started last year was much improved, owing to the personal attention of Miss Sipe, one of the normal school faculty, who, on account of having shown superior ability in this work, was appointed by the principal to undertake

the responsibility of holding the class up to the best. The great need is for better facilities of space and apparatus, which can only be secured when the normal school occupies a new building.

Under the direction of Miss Turner the work in Washington Normal School No. 2 has been of a high order. I doubt if better results could have been obtained under the circumstances. The young men and women going out as teachers of our colored youth have a dignity of bearing, a command over their own bodies such as will be an example to the pupils under them, and at the same time have a thorough knowledge of the work to be obtained from the little ones.

#### MEDICAL INSPECTION.

It is only by such teaching of future teachers that the ground can be made ready for medical inspectors to work to advantage. It is not to be expected that on the occasion of a visit from the school physician each pupil shall pass in review before his eyes, the large number of pupils and limited time of the doctor making this impossible; but in the last analysis medical inspection will resolve itself into inspection by the teacher whose eyes, accustomed to seeing individuals in the mass, must be able to detect the flushed face, the listless attitude, the anaemic condition, or the pained expression of a pupil ordinarily free from this condition, so as to select such a one for the special inspection of the school physician.

One benefit from medical inspection of schools not frequently referred to lies in this very fact that a teacher who might otherwise be thoughtless of the physical condition of each pupil now from force of circumstances will observe those things which previously escaped her notice, and thus learn to think of the body as well as the mind of the child.

#### TEACHERS' WORK.

The report of each teacher's work as given to the supervising principal at the end of the year made a phenomenal record of excellent gymnastic work, exceeding even that of previous years. This is the result of a combination of forces, chief among which is the desire of the teacher to do her best in everything undertaken. The constant efforts of the special teacher, showing the teacher wherein she can improve, and an increase in the knowledge of the purpose and value of the work are most important factors. The fact that her individual results are recognized rouses the teacher to put forth the best effort in her, while the appreciation of the work as a whole by those in authority is encouraging. The work is never easy, and to many it has been difficult, for which reason to them special credit should be given.

Respectfully submitted.

Mr. A. T. STUART,  
*Superintendent of Schools.*

REBECCA STONEROAD, *Director.*

## REPORT OF DIRECTOR OF MUSIC.

SIR: The plan of work in music has not differed materially from that of the two years past, the emphasis being upon the song, but technical instruction coming in for its full share of attention, and with very fair results. For the plan more in detail we beg to refer you to the reports of 1900 and 1901.

All musical experience may be classed as either active or receptive, as either the making of music or the hearing of music. We have tried during the past year to recognize the claim of each of these phases of musical training in all our work, from the kindergarten through the high and normal school. There is little danger that any course in music for public schools will omit the active phase; rather must we guard against a failure to recognize the tremendous claim of the passive phase. Compared to the numbers to whom the treasures of the world's great music are an inheritance, the numbers who will express themselves musically in song are very small. We should fall far short of fulfilling our duty to the masses who will not sing did we give them no training in appreciation by which they may understand and enjoy music. This training has been tried in the lowest grade, and it was found that children of even this age could listen to short compositions, to grasp their spirit and movement. Interest was stimulated and the children were trained to close and sympathetic attention, and the results justified an extension of the plan as opportunity may offer.

In the high and normal schools the opportunity for richer musical experience is, owing both to organization and equipment, much broader. During the last year the number of artist recitals given in the high and normal schools was in excess of that of any other year, and the receptive power of the individual listener was deepened. While we have had a most generous response to our appeal to solo artists to give recitals for our advanced pupils, we must always be somewhat limited in these recitals if they are to be entirely complimentary. The experience with the Peabody recital, which netted a good sum to the benefit for which it was held, leads us to hope that we may have such artists as David Bispham and Schumann-Heinck in our public school halls, and that the best and richest musical experience may become possible for all our advanced pupils.

In considering the other phase of our music work, we have come to recognize with increasing conviction the claim of music as a human art, as a means, and, indeed, a very vital one of organic training.

From Education and the Larger Life, Henderson says:

No one object of human pursuit demands so complete an organic training as music, and were it pursued as a human end, for its effect upon the human person, it could be made a tremendous contribution to organic culture. With this change of motive there would, as in the art world, be a distinct change of method. \* \* \* When music is taught as a human art, as a contribution to human perfection, and not as an end in itself, it will only consent to carry on its work along the lines of cause and effect—that is to say, through the interest and spontaneity and affection of the learner. It will be given as an agent to culture, to increase the health and poise and sight and hearing and voice and touch, the organic human power of those whose high privilege it is to learn music, and to offer them a superb medium for the expression of the profound aspirations of the spirit.

We believe that the greatest thing done for music in our schools in the past year has been the organization of the several high schools for weekly chorus practice. No pupil is excused from this half-hour music period, and as a result hundreds of our young people are singing such great compositions as the Largo, Pilgrims' Chorus, The Glory of the Lord, and others, singing them and loving them. Even the monotone, if, indeed, he exists in this day when everyone sings, is carried beyond the embarrassment of his own poor contribution by the glory and sweep of great compositions sung by hundreds of his schoolfellows and becomes a sharer in its beauty and uplift.

We have made the entering wedge. The next step is, logically, the bringing together of the 2,000 fresh young voices to sing, under a great leader and with an orchestra, for the pleasure of the hundreds whose homes they represent, and for the broadening and extending of musical culture in our capital. Let us hope this day may not be far distant.

In closing this report I beg to make acknowledgment of the work of Miss Iva Martin, whose service has been marked by unmeasured devotion and unvarying helpfulness.

Respectfully submitted.

Mr. A. T. STUART,  
*Superintendent of Schools.*

ALYS E. BENTLEY, *Director.*

## REPORT OF DIRECTOR OF PRIMARY WORK.

SIR: I have the honor of submitting the report of the work of the primary schools for the year ending June 30, 1903, which heretofore has been included in that of the supervisors.

As the plan and object of much of this work has been set forth from time to time, I will endeavor to mention only new features, or those which have been more strongly emphasized during the past year.

### READING AND LANGUAGE.

In the first grade the plan of former years of basing reading lessons on subjects of interest to the child was pursued. Increased effort was put forth to so present these subjects that a voluntary, full offering of the child's information on them resulted, to which additions within the comprehension of the child were made by the teacher. The broader the treatment of the subject by the teacher the greater was found to be the desire and ability of the child for free natural expression. The good effects of this work were felt when the reading lessons and written composition were begun, as with knowledge of the subject came the thoughtful, expressive reading, while in the composition came the desire to express on paper much that the child had read and talked. Throughout the entire year ungrammatical and lax expressions were corrected by the teacher whenever such corrections were found not to check freedom of expression. By watchfulness and ingenuity the teacher was able to put into possession of the child many of the idioms common to our language, which later he used with freedom and pleasure both in his oral and written work. These idiomatic expressions were used freely by the teacher in the many daily reading lessons presented both on the blackboard and in the supplementary hektographed lessons, so that by the end of the year the average child had acquired considerable ability, with unconscious effort, in talking or writing a subject, with the facts of which he was familiar, with a tolerable degree of grammatical accuracy. Books were not given the children until the middle of November, and in some instances not until December, when it was found that if script was read with fluency and ease both from the board and hektographed sheets little difficulty was experienced by two-thirds of the school in reading the print. Teachers who were in haste to give children books before this power

had been acquired, and before the necessary development of the little mind toward an intelligent grasp of subjects presented had taken place, were sadly disappointed in results at the close of the year. The transition from script to print was greatly facilitated the past year through the use of the print letter cards (used formerly, but allowed to drop into disuse through lack of supply), which enabled the child to reproduce words and sentences learned, thus forming an excellent relief from the excessive use of the pencil. Boxes containing the necessary apparatus for printing were furnished, one box to each division. Teachers were thus enabled to print a supply of letters which met the demands of their schools and provided for waste and usage. The printing cost some labor, but the results amply repaid the teachers for their efforts. No limit was set to the amount of reading to be accomplished, neither were the children expected to read consecutively the pieces of any one reader. As subjects were discussed in the lesson all pieces relating to them were read by the children. The simplest pieces were usually reserved for sight reading near the end of the year. In some localities most of the pieces in the three readers were read during the first school year, whereas in other districts it was found impossible to cover as much ground.

Many children physically or mentally undeveloped, or both, enter school whose condition necessitates the devotion of a part of the year, and in some cases the entire year, in preparing them for intelligent work. One of our noted educators once said "some children are 6 years old when born, whereas others are but 1 at 6 years of age." Great watchfulness has been needed to see that the young teacher discriminated wisely in adapting work to the needs of the young child, that no forcing was done, and that a slow, natural development was allowed to take place. The majority of these pupils under judicious treatment make good first-grade pupils the next year, and with these early difficulties removed pass to other grades with considerable ease. A few exceptions were made in the matter of beginning use of books. Many children in the county schools are unable to attend more than half the year, owing to distance, inclement weather, bad roads, etc. These children make good progress while in school, but are unable to complete the year's work. At the beginning of the year they proceed from the point at which work was stopped the preceding year.

In the second and third grades one great aim was to develop the power in the child to grasp the thought the piece contained and to give natural, fluent expression to it. Many helps were used to secure good results, especially with the slower children. As soon as pupils were able to acquire new words through the use of diaeritical marks, independent work was assigned them whenever the piece contained no unintelligible thought. Much strength was developed during the past year in this work, as well as in the ability of the child to reproduce naturally and in his own language the entire piece read, and to

express in writing two, three, or more thoughts culled from the piece. In this work much valuable language training was given the child—in fact, most of the technical grammar taught in these grades associated itself naturally with these lessons. Practical application followed in all written work called for. Another point of special emphasis was the use of the story, not only in connection with the teaching of many reading lessons but in literature, history, etc. Much excellent work has been done in the normal schools in preparing teachers for this work, as well as for the blackboard illustrations to accompany it, but I would suggest that, if possible, still greater attention be given it, to the end that teachers may show a finer discrimination in the selection of such pieces, that they may study them with the object of discovering their purport and of absorbing them, as well as of gaining the power to relate, not read, the story in a free, natural manner. Teachers with a keen appreciation of this work succeeded in arousing a deep, true interest in the beautiful in literature in the children and a desire to continue the work independently. In many of the third grades small libraries were accumulated through the voluntary contributions of the teachers and pupils, as the reading books were found inadequate to meet the demands of the more precocious children and often children of average ability. A few well-selected sets of books, used in a manner similar to the circulating library of the higher grades, could be used with much profit in all of the third grades and in many of the second, as only through such provision can children most in need of this reading be reached. Numerous poems were memorized by pupils of the three grades, the effort being made to keep the child wholly unconscious of self while reciting them before his classmates through his appreciation of the thought.

#### NATURE STUDY.

Although so much stress has been given to literature and the formal part of the work, nature study has received due attention. No long excursions were taken, but teachers and children studied life in parks near their respective buildings, the trees lining adjacent streets, etc. Plants, flowers, and fruits in season were much in evidence in all schoolrooms, and, when possible, live animals were kept in the rooms an extended period that children might have an opportunity of studying some of their habits, and thus reach a better understanding of adaptation of part to use. These animals became great pets and tended to arouse as well as deepen love and consideration for dumb creatures.

Increased attention was given to planting of gardens. Unfortunately, school gardens are out of the question in some locations because of lack of space, but teachers often did not avail themselves of opportunities offered. Much interest was aroused among the little ones in planting home gardens, as was shown by products brought

into school before its close. Without the school garden, however, it is difficult to give children the necessary instructions connected with preparation of beds, planting, and care.

#### WRITTEN COMPOSITION.

Written composition in all three grades becomes virtually a part of the reading work. As usual it was a daily exercise. In the first grade it began when the child had gained the power to reproduce in writing a single sentence. As his written vocabulary increased, his units of written thought became fuller, and in place of the reproduction of thought and phraseology of the teacher came his own individual thought and expression. Care was taken in this grade not to require lengthy written products, yet frequently they were spontaneously offered by the more advanced pupils. Similar subjects and plans for preparing reading and written language for those of the first grade were used in the second and third. In connection with the observation and thought getting, new words were introduced, explained, spelled, and used by the child, so that when he was given the same subject for composition he was well supplied with thought, together with the necessary tools for formal expression, and was thus able to write independently his exercise from an outline prepared sometimes by the teacher, sometimes by himself. With this preparation composition writing became a pleasure, manifested by the eagerness and ease with which he applied himself to the task assigned. A steady growth in power of fullness and freedom of expression of facts, but not so great an increase in grammatical accuracy and spelling, was shown from the first to the third grade, inclusive. This is naturally accounted for by the greatly increased vocabulary, the desire to use many words not yet taught, and a lack of power to divide attention between thought and form. Greater effort is being made each year to overcome these deficiencies. However, the composition work of the year was good, a large majority of the teachers feeling it an improvement on that of preceding years. Much oral work always preceded the written. One great effort of the teacher was to make each child feel that only those facts he retained from the lesson were expected of him in the written work, honest effort being recognized, whether the production was long or short.

#### PELLING.

Oral and written spelling formed a part of each lesson of the day. These words were regularly dictated to the children either in lists or in sentences. In the third grade additional words, names of common objects, etc., were given. Spelling from dictation was universally good. The daily written work of the child, representing a union of thought and form, represented to the teacher the child's real power to spell correctly.

## PHONICS.

No special stress was put upon phonetic spelling in the first grade, new words being obtained in connection with thought expression rather than by use of these arbitrary marks. Children were taught the sounds and names of all the consonants, and thus learned the alphabet. Word building on certain combinations of letters was found very helpful in spelling. Much additional power was gained in the other two grades in the mastery of new words through knowledge of diaeritical marks and syllabication. Various exercises were given to discover the child's knowledge of content of words learned.

## PENMANSHIP.

For the past few years copy books have been used by the pupils of second and third grades. Although great care was taken in the selection of a book for the second grade to secure wide spacing and large writing, the spacing is narrower than that of the paper used in the daily work. During the penmanship lesson a readjustment of hand and eye is necessary to fit the words to the space given, which occasions a cramped position, lack of freedom of movement, and too often unsatisfactory results. Many teachers of this grade feel that the copy books are detrimental to the progress of the children in penmanship and that the results do not equal those of former years. In the third grade very satisfactory results were obtained. Better position of both body and hand was secured through the use of exercises furnished by Doctor Stoneroad.

## NUMBER.

The number of the first grade was largely objective work until facts to be memorized were in the possession of the child. Effort was made to reduce abstract work to the minimum. Many inexperienced teachers thought that because pupils could count to one hundred or add long columns of figures that great progress was being made. Instead of being beneficial, this work was really harmful. Children of this age very readily learn by rote, which means no development of power, but a check to that development. Even less number work than is now required in this grade would be beneficial to immature children and those lacking in number sense, as it often requires arduous efforts and much valuable time on the part of both teacher and pupil to master facts which would be acquired so easily by the child when a little older and better developed. Much power in this subject was developed in the second and third grades. Much more independent work was demanded this year than ever before. Great numbers of problems, no two alike, were prepared by the teacher and placed at the disposal of the child for seat work. These problems furnished ample

material for the more advanced thinkers of the class, as they were often able to solve correctly six or more, while the slower pupils, equally faithful, struggled with their two or three. Problems found in the arithmetics of the grades were used in a similar manner. A change in arithmetics of these two grades has been contemplated, as both children and teachers have in a way outgrown the Hall's Arithmetic Readers in use for the past ten years. Tests were made in a few representative schools of each division of Nichol's Arithmetic and the Rational Arithmetic. Children and teachers in these schools were delighted with the change, and in many cases most excellent results were obtained. Clear, unbiased, written reports of the teacher's estimate of the value of the work accomplished were called for and show most clearly the superiority of the work of the books named and the need for a change. Quick mental work formed a part of each number recitation, as well as drill on the multiplication tables.

#### HISTORY AND GEOGRAPHY.

The observance of national holidays gave occasion for much of the history teaching in these grades. In the third grade, in addition to this, much history was associated with the study of the city, the various statues and public buildings within reach of the school furnishing the subjects.

In the construction of the map of the city teachers in many localities were hampered through the inability of the children, without expenditure of car fare, to visit the Capitol, from which an extended view of the city can be seen. However, as in the nature work, a closer study was made of the plan of the city in the immediate vicinity of the school building, and from this small nucleus an appeal made to the imagination in building the entire map. The county schools were urged to study their own localities, including county roads, street cars, if any, etc., instead of attempting study of the city map. Much good work was done with the sand board in illustrating both the plan of the city and physical features studied. Many simple experiments were performed both by teacher and pupils illustrating a few of the natural phenomena. These experiments proved a great stimulus to thought and furnished excellent subjects for composition.

#### SEAT WORK.

There has been a steady increase in effort each year to see that all seat work is educative and that each recitation is followed closely by work which tests not alone the efficiency of the teacher's work, but which offers ample opportunity to the child to be free and natural in the work he returns. The great danger of overtaxing both hand and eye in the first grade through an excessive demand of written work

was guarded against. Changes in work were frequent, manual work used whenever possible, and a free use of the blackboard, when not otherwise in use, encouraged. An increase in manual work in all three grades would be a relief and pleasure to the child, and under intelligent guidance a great developer of power.

#### GRADE MEETINGS.

During the year the regular monthly grade meetings were held at the Franklin School building, beginning with October and ending with May, inclusive. At these meetings the work of the preceding month was discussed and new work planned for the next. Perfect freedom was granted teachers to select from suggestions given those features best adapted to the needs of their respective schools. In many divisions these meetings were supplemented by division grade gatherings, in which there was opportunity for freedom of expression which numbers and lack of time did not allow in the larger meetings. The division meetings met with favor with most teachers and were a source of much profit to them.

#### MODEL SCHOOLS.

The model schools of the first and second grades have done more effective work the past year than ever before. The experience and tactfulness of the teachers of these schools enable them to be most helpful to the inexperienced and weak teachers who come to them for help. These schools are centers at which these teachers gather in their free hours to watch work in progress and to profit by questions and suggestions given by the teacher when at leisure. Two or three times a week these model teachers visit certain schools assigned them to aid teachers in overcoming difficulties either through suggestions or through class work.

Last year the Board of Education kindly furnished an assistant, Miss Edna Riddleberger, in addition to Miss Merritt, who has charge of the colored primary schools of the city. Miss Riddleberger's work has been invaluable, as through her efforts many a weak teacher, as well as those unfamiliar with the plan of our work, has been helped to better work and in some instances to success.

Scattered throughout the schools of the city are a number of children either mentally deficient, slow of development, or very backward in their work, owing either to some physical defect—deafness, defective eyesight, etc.—or to protracted absence from school. The regular teacher with her other duties finds it difficult to give the necessary special work needed for their development. If such children could be grouped in a few centers with teachers especially adapted to the work much might be done for their advancement and the regular teacher relieved of what becomes to her in many cases a burden.

I take pleasure in expressing to you my deep appreciation of your uniform kindness, your interest in the work of this department, and the many helpful suggestions offered during the year.

Very respectfully,

Mr. A. T. STUART,

*Superintendent of Schools.*

ELIZABETH A. DENNEY, *Director.*





FORGE SHOP, MCKINLEY MANUAL TRAINING SCHOOL.

## REPORT OF DIRECTOR OF KINDERGARTENS.

SIR: The increase each year in the appropriations for kindergartens is so small that the growth in this department is necessarily slow. Two new kindergartens were, however, opened during the past year, one at Eckington, where the need seemed most pressing, and one in the first division, in the new Morgan School. The old kindergarten at Eckington, which has been accommodated for the past two years in rented rooms, was moved to the new school building, the Emery. This leaves only three kindergartens which are at present housed outside of school buildings.

It is earnestly hoped that as new buildings are opened provision will be made for a kindergarten, as the demand is steadily increasing for this form of training. In localities where a kindergarten would be of the most far-reaching benefit and where its influence would most strongly tend to uplift and to refine it is almost impossible to find a room suitable in size for the numbers who desire admittance. As the aim of the kindergarten is to form rather than reform, it is to the deepest self-interest of a community to thus provide for the children of weaklings in intellect, in thrift, and in morals. In this relation I quote the following from a recent paper by the Commissioner of Education on "The kindergarten as a preparation for the highest civilization:"

The kindergarten with its powerful system of nurture makes easy the path of one of these weaklings to come to self-respect, to come to moral ideas, to industry, and to perseverance which conquers its natural obstacles. The kindergarten no this side proves a true blessing to the community, preparing the child with great success for a helpful participation in civilized modes of living.

As a matter of self-preservation each city should organize a strong force of kindergartens throughout all precincts where the weaklings of society come together.

### MODEL KINDERGARTEN.

At the beginning of last year it was decided to make the kindergarten at the Seaton School a model for the benefit of students in the normal school. Its present object is to show to the students who intend to take up primary work that no gap need exist between the kindergarten and first grade—to offer a practical demonstration of its principles, which apply equally to the schools and to the university. The model kindergarten also looks to the future, when kindergarten

training will be introduced into the normal school as an elective course. It will then become the practice school for the students. Several experiments have been made in this kindergarten during the year tending to the fuller awakening and developing of the children along artistic lines, notably in music. While it has always been the custom in our kindergartens to present only the best and simplest music, a departure was made this year in training the children in individual interpretation of tone and in spontaneous response to rhythm. This method was suggested by the director of music and was ably carried out by the assistant who had charge of kindergarten music. It will be seen by any intelligent visitor in our kindergartens that an earnest and constant effort is being made by the teachers to render not only the music, but the pictures, the colors, the embellishments of the kindergarten influential items in the child's teaching. True education emancipates. While it can not create capacity, it can enable the mind to more completely realize itself by increasing its stock of ideas. Therefore to present to children " whatsoever things are pure, whatsoever things are lovely and of good report," tends to self-expression along these lines.

#### MEETINGS.

A programme class for both principals and assistants was held at the Franklin School every two weeks during the past year. At this meeting an outline of work was given by the director (see Annual Report, 1901-2), samples of work done by the children, which might prove helpful or suggestive, were brought by the various teachers, and new methods of work or discipline discussed. A study class was also held by the director throughout the winter.

The great danger for a teacher lies in the fact that routine work threatens to convert the training of young minds into so much machine labor. To guard against this, constant self-culture is necessary. Deepened insight and a widened horizon bring new light to revivify old truth. With this purpose in view, a restudy of Froebel's Pedagogies of the Kindergarten was undertaken. A class for the teachers in the first eight divisions met every two weeks throughout the school year at the Phelps School, while the meeting for the colored teachers was held in the kindergarten at the Patterson School. Froebel's own statement of his system was studied chapter by chapter and original practice lessons were given as an outcome of this study.

#### MOTHERS' MEETINGS.

The increasing number of kindergartners who hold mothers' meetings shows conclusively that they are beginning to awaken to the truth that the kindergarten can not accomplish the deepest and most lasting good until it is reenforced by the home. However poor and rudimentary the home may be, it has an educative influence which no wise teacher

may disregard. "The institution of the family," writes Rosenkranz, "is the starting point of education, and without this institution properly realized education would find no solid foundation." Kindergarten has much to offer which tends to make actual the ideal of family life, while to know the child in his home relations is invaluable for the teacher. Thus the benefits of a mothers' meeting are reciprocal. These meetings are always held at the direction of the principal, usually four or five times a year. Informal talks are given and the social element is never omitted. At these conferences mothers voluntarily testify to the great benefit which the kindergarten has been in the home. One teacher writes:

Mothers have told me that this winter kindergarten occupations were the greatest help during the outbreak of measles and mumps, keeping the children quiet and contented.

One mother visited the kindergarten to find out certain steps in paper folding for a little invalid at home. Another teacher writes:

Many mothers have told me how their little ones have taught them and the little brothers and sisters our songs and games.

From another teacher comes the following:

A number of the mothers have come to me about the Mother Play (Froebel) and are using it with the children at home.

Writes another:

From the testimony of the mothers we find that the kindergarten teaches self-control, helpfulness, and unselfishness.

If space permitted, many other incidents could be cited from the annual statements of the various kindergartners showing how the influence of the kindergarten is slowly being felt in the home, and how gladly, for the most part, the mothers respond to the sympathy and interest of the teacher. In one school the mothers became so interested that they voluntarily formed a mothers' club as an outcome of these meetings. The club will meet next year at the different homes of the members and the kindergartner will be invited to meet with and to speak to them from time to time.

Toward the close of the school year physicians were invited to talk to the parents on disease and its prevention, diet, hygiene, etc. In several instances the teachers of the first and second grades combined with the kindergartner to hold these meetings. It is earnestly hoped that this practice may continue.

#### GARDENS.

Opportunities for outdoor work are always welcomed by the children. The gardens last year proved, as usual, a source of deep interest and pleasure and were tended with great care by the small gardeners. Vegetable and flower seeds were obtained from the Agri-

cultural Department, and in some instances the children also brought seed from home. As only early vegetable and flower seeds were planted, the children could see the whole process. Radishes and lettuce were ready to eat before the schools closed. As a result of the deep interest of the children in their school gardens, small plots of ground were eagerly begged for at home, and there was scarcely a kindergarten child who did not have a plant of some kind to cherish. Quoting from various reports sent by the teachers we have the following statements:

When we planted our garden the children saved up their pennies and bought seeds and rakes.

The children have gardens at home. One said there seemed to be families in everything, even in flowers.

The children have brought me many vegetables during the spring which they have raised in little gardens of their own, which they have carefully made and tended, as a result of the Easter thought of awakening life and the work of the kindergarten garden.

There is hardly a child in the kindergarten who has not a garden at home. One child without a back yard kept begging his mother to move to another house, until she satisfied him by letting him plant some flowers and lima beans in the front yard. Another child, a Russian Jew, pointed with pride to a little well-baked bit of ground whose surface she had scratched with a stick and then planted beans.

From the colored schools we have similar statements:

Several of the children have made little gardens of their own at home. One is trying to cultivate weeds as well as flowers.

After planting our garden more than a dozen children told us that they had made gardens at home, and one little boy brought some radishes which had grown in his garden.

We gave the children seeds to plant at home. Those who did not have space or proper soil in their yards for a garden put soil in boxes and cans and planted their seeds.

Thus the school gardens not only stimulate in the children a love for and a sympathy with nature, but reacting on the homes may in the end rouse civic pride and help to make the waste places more sightly.

I can not close this report without making a plea for larger salaries in the kindergarten department. Other large cities offer inducements which are constantly tempting our teachers to look for positions elsewhere. Last year one of our ablest principals resigned to take a more lucrative position in New York City. Two of our assistants left—one to accept a position as principal of a kindergarten in Iowa at \$650 per annum, the other a similar position in Colorado at \$1,000 per annum. Women of culture and refinement, such as we must have in our kindergartens, hesitate to take an expensive course of two or three years in preparation for a work where the salary is not only small, but where they are outside of the line of grade promotion. This past year

we were obliged to appoint four temporary assistants in the kindergarten, because the number of well-trained young women holding our certificate was so small that the supply was less than the demand. The present salary paid the kindergarten principal in our schools does not equal that given the assistant in kindergartens in many cities. The salary of a kindergarten principal elsewhere is usually from \$600 to \$1,000 per annum. The increased cost of living makes the present salary absolutely insufficient for the needs of our teachers. We earnestly recommend these facts to the consideration of the Board of Education.

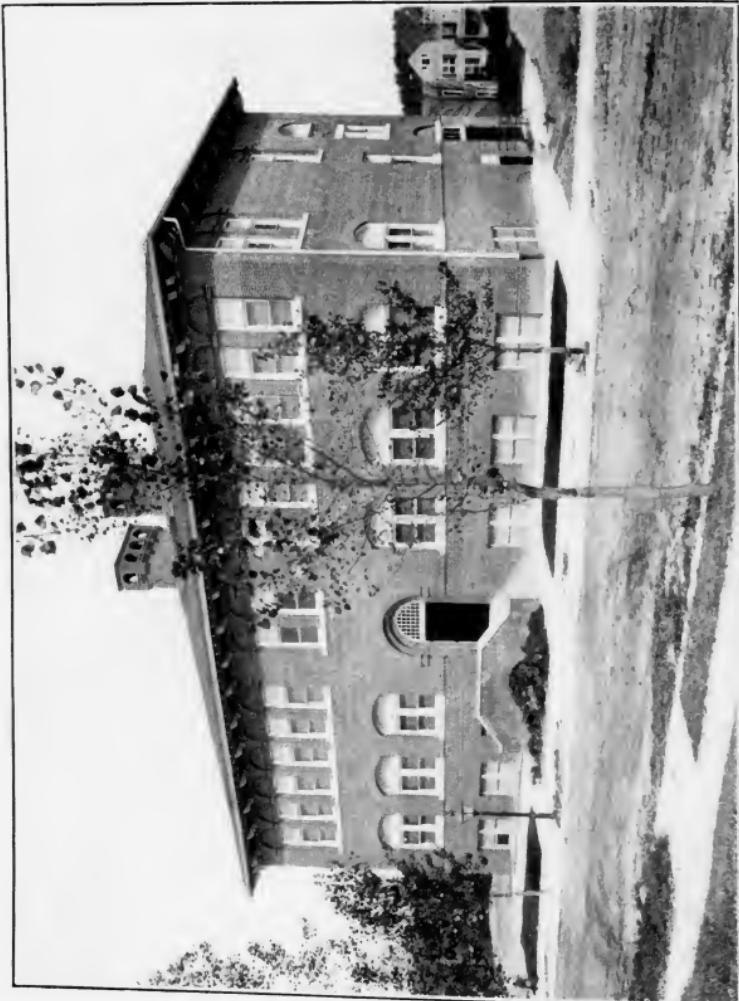
Very respectfully,

CATHERINE R. WATKINS,

*Director.*

Mr. A. T. STUART,

*Superintendent of Schools.*



PETWORTH SCHOOL, DEDICATED DECEMBER 9, 1902.

## REPORT OF PRINCIPAL OF WASHINGTON NORMAL SCHOOL NO. 1.

DEAR SIR: The year ending June 30, 1903, has been one of prosperity and progress for Washington Normal School No. 1, in spite of the fact that the difficult conditions under which it labors become more trying each year as it endeavors to keep pace with the educational development of the times. These unfavorable conditions exist because the school is crowded into a few rooms inconvenient and unsuitable for the training of teachers. I feel confident that the disadvantages of the present arrangements and the need for a new building erected expressly for the normal school will appeal forcibly to you and to the Board of Education when the organization of the school and its work during the past year are laid before you.

The school contains a training and a practice department, closely bound together in harmony of spirit and work.

### THE PRACTICE DEPARTMENT.

Although general training necessarily precedes special practice, I shall speak first of the latter on account of its simplicity of plan and the similarity of the practice schools to the other graded schools of the city. Twelve ordinary grade schools are given over to the normal school for practice work. These are of the four lowest grades only, because we find that the average normal student can not in the one year preceding her practice learn enough to teach all the subjects required by older pupils, nor has she the maturity requisite for the discipline of pupils only a few years younger than herself.

Special lessons and series of lessons were given in higher grades during the past year, but it is deemed expedient to make such occasional rather than regular and distributed among schools held by good grade teachers. These special lessons were under the direction of training teachers, and will be mentioned again along with their other work.

The twelve regular practice schools are in charge of six experienced teachers, each having two schools of the same grade. These schools are taught by the pupils of the normal school under the immediate instruction, supervision, and criticism of the practice teachers. Two students work together in each schoolroom, one as principal and the other assistant, for a term of about three weeks, at the end of which term the principal returns to the training department and the assistant is promoted to principalship, with an assistant assigned from the training department. Such appointments and promotions continue in regu-

lar order, giving to every pupil continuous practice for about six weeks in each of three schools, eighteen weeks in all during the normal course. To the student principal, under the instruction of the practice teacher, full responsibility of management and more than half the teaching are assigned, so that she will have had before graduation experience in solving all the practical problems of an ordinary school. The assistant teaches the subjects not assigned to the principal and in many ways helps her superior officer, for whom the entire work would be too heavy on account of inexperience.

The practice schools follow closely the course of study outlined for the graded schools of the city, with only such differences as suggested by the originality of teachers of ability in adapting the thought of the superintendent of schools to this particular phase of his work.

At present eight of the twelve schools are in the Franklin building, along with the training department, while four are in the Seaton building, some ten squares distant. The hardship involved in this arrangement will be seen when the relation of the practice to the training department is considered and when thought is given to the desirability of unity in a school of this nature. It is necessary, however, to have as much practice as is obtained from twelve schools, even though a sufficient number of children can not be found without the use of the distant building.

#### THE TRAINING DEPARTMENT.

Pupils from the high school upon entering the normal school are somewhat bewildered by the complete change of purpose and plan. Their study heretofore has been usually to gain knowledge and mental power for some indefinite life work in the remote future. Now they meet a definite, exact course along strictly professional lines, the concrete uses for knowledge and power in plain sight as they observe in the practice schools the successes and failures of their companions one year in advance of them professionally. These young students must be instructed academically in the subjects to be taught the children and led into some knowledge of and love for teaching before being intrusted with the responsibilities of the practice schools, and to accomplish these results is an important part of the training teacher's work. Such preparatory study occupies the first eight months of the first year, at the end of which time the juniors are assigned to the practice schools and the seniors brought back to the training department for final instructions before graduation.

The training teachers have charge of the senior students also during the periods between their terms of practice school teaching. During these periods much excellent professional work is accomplished. It is most interesting to watch the effect of the alternating periods of teaching and study—the change of outlook, the growth of professional interest at the end of each period of practice, and the

increase of intellectual power during the terms of study and observation. The student has a chance to make three fresh beginnings in her practice teaching, with time between for study and reflection, and for comparing her work with that of her teachers and companions.

The course of study for the normal students embraces the following subjects: Language, arithmetic, nature study, geography, general history and the history of education, penmanship, physiology and physical training, drawing, music, and elementary lessons in psychology just before graduation.

The training corps consists of the principal, three regular training teachers, and special teachers for music, drawing, and physical training. I wish to set before you more fully the work of the training teacher. She must primarily see that the pupils have broad and accurate knowledge of the subject for which she is responsible; she leads them to select wisely material suitable for the highest mental development of children of different ages; she instructs students in lesson making, first, perhaps, by trial lessons in their own class rooms, then special lessons with children's classes in the practice schools and in the higher grades, and she watches with deep interest and sense of responsibility the work of each normal student while teaching in the practice schools in order to ascertain the amount of strength developed along her special line of work and also in general management and teaching power. Aided by the judgment of the practice teacher, she plans the course of study in her subject for each grade, and frequently takes her classes into the schools for observation and discussion of lessons.

Each of the teachers of the special subjects mentioned above—drawing, music, and physical training—is the director of her department in the Washington city schools, or an assistant assigned by the director for normal work. This arrangement secures harmony between the normal work and that of the outside schools along these lines, and the directors work in such perfect sympathy with the normal-school plan of instruction, observation, practice, and criticism that progress in any of these studies means growth in general power.

One can plainly see how much the labors of the training teachers are increased by the location of one-third of the practice schools at a distance of 10 squares, and their trials will be appreciated also when it is known that the normal school possesses only a study hall and two small recitation rooms for the corps of seven academic instructors. One of these two class rooms is in an attic room above the large hall of the Franklin School, and I feel that the continued good health and vigor of teachers and pupils is miraculous when the amount of necessary stair climbing is considered.

I shall ask space this year for the exposition of only one subject of study, and that because of its recent addition to the curriculum of the public schools.

## SCHOOL GARDENING.

Through the assistance of the Department of Agriculture a beginning in this line was made in the spring of 1902, when seeds were distributed to normal students for the planting of home gardens. In the fall an exhibit of products from these gardens aroused much interest and opened the way for the regular course of instruction, occupying two hours per week for a period of twelve weeks. These lessons were given by the botany teacher of the normal school, Miss S. B. Sipe, in the Agricultural grounds, where the Department provided for the use of the school a comfortable workroom and a small greenhouse. The lessons dealt with elementary work in soils; the propagation of plants by cutting, budding, and grafting; plant culture for schoolrooms, and planning home and school grounds. The application of lessons to school children was kept in mind, a large part of the subject-matter being taught by the students to the children in the practice schools.

The outdoor work consisted of home gardening by the normal students, improvement of the Franklin School grounds by the children under the direction of normal teachers and students, and the formation of a successful school garden in the Agricultural grounds by a class of sixth-grade pupils. Each home garden was visited by the teacher in charge of the work, who reported creditable results and in many cases rare skill. The improvement of the Franklin School grounds proved of great interest to teachers and pupils engaged in the work. Each school, from the first to the fifth, inclusive, had flower beds for which it was responsible, and the higher grades helped with the lawns. The problem of summer care solved itself, for the interest was so great at the close of school that it was an easy matter to form committees of children to work upon the grounds once a week during vacation under the guidance of the botany teacher and volunteer normal pupils.

A strip of ground 200 feet long and 10 feet wide in the Agricultural grounds was placed by the Department at the disposal of the school for a children's garden to be conducted on the individual plot system. A class from the sixth grade Bradley School was selected to cultivate the plots and the work began with indoor lessons in March. In April outdoor work started, and soon radishes, lettuce, beets, beans, and pease were above ground. Radishes were followed by tomatoes, beets by turnips. At the end of the school term the children asked to be allowed to continue, and we look forward to unflagging interest if later crops are as successful as those already harvested.

The normal school is indebted to Secretary Wilson for the encouragement he has given. He has visited the class and addressed them upon the value of the work. To Dr. B. T. Galloway, Chief of the Bureau of Plant Industry, it also extends thanks, for he has opened

the resources of the Department to teachers and pupils, and he has furnished seeds and plants abundantly, but most valuable of all has been his personal interest in the undertaking. During the coming year the greenhouse is to be enlarged, cold-frames built in connection with it, and the land allotted to the school garden considerably increased.

The only drawback in this work is the tax upon the time and strength of teacher and normal school pupils in traveling the long distance between the Franklin School and the Department of Agriculture. Does not the importance of this work, as the means of introducing a school occupation of great value, strengthen our plea for a school building with grounds around it, and suitable rooms for indoor nature study?

We need quite as much a studio for drawing, a music room, and class rooms of sufficient number to allow each teacher to claim one as her own for the perfect working out of her subject. The course of study should be enlarged to include a simple course in physics and chemistry, but there is already too little room for the present amount of academic work. It is to be hoped that an appropriation for a suitable building will be made by the next Congress.

The following table gives the enrollment of the school:

Number of pupils in normal school .....	92
Number of graduates .....	47
<hr/>	
Number of pupils in practice schools:	
Franklin School—	
First grade .....	103
Second grade .....	88
Third grade .....	85
Fourth grade .....	87
Seaton School—	
First grade .....	93
Second grade .....	72
Total .....	528

I thank you for the unvarying kindness and consideration which you have shown in our work. Your confidence and encouragement have been appreciated by every member of the normal school faculty, and for them, as well as myself, I wish to express gratitude.

Very respectfully,

ANNE M. GODING, *Principal.*

Mr. A. T. STUART,

*Superintendent of Schools.*



DOMESTIC ART, ARMSTRONG MANUAL TRAINING SCHOOL.

## REPORT OF PRINCIPAL OF WASHINGTON NORMAL SCHOOL NO. 2.

SIR: As directed by you, I take pleasure in presenting the annual report of Washington Normal School No. 2 for the year ending June 30, 1903.

Statistics, course of study, and a list of books used for research by pupils of junior and senior classes you will find appended.

The attendance in both departments has been excellent. Absence in every case has been absolutely unavoidable.

General health of pupils shows decided improvement, due in a large measure to the careful and systematic espionage of teachers and student teachers who have been inspired by a course of medical lectures under the able leadership of Doctor Woodward, health officer. Early in the year he was invited by our corps to give a series of lectures on contagious diseases and diseases peculiar to children, noting particularly symptoms, premonitory and monitor, general treatment; disinfectants, how to use; general and personal hygiene; emergency cases, what to do.

We also established a course of "friendly visits." In this we were ably seconded by the cooperation of Mr. Weller, secretary of associated charities. "How the other half live" aroused an enthusiasm which I feel will continue to bear fruit long after the students graduate. Many have become active members in the association and are carrying the gospel of right living and right doing into the alleys and highways of our city. The effect of our visits upon the parents has been a most happy one. Attendance has been more regular and prompt, appearance has improved in neatness and cleanliness, behavior more obedient and gentle. More regular attendance and better conduct on part of children in training schools means growth in attention, and growth in attention results in better scholarship. The high commendation of Mrs. Myers, assistant superintendent in charge, and Mr. E. W. Brown, supervising principal, has been very gratifying and has inspired within each and every member of corps and student teachers a determination to spare neither self nor time in effort to more and more merit their intelligent appreciation. We are also deeply indebted to Prof. A. F. Craven for a delightfully instructive and practical course in ethics, and to Prof. Kelly Miller for a cultured series on "Origin of mathematics."

We feel, Mr. Superintendent, that we have had the hearty cooperation of yourself, secretary of board, and the Board of Education, and that it is to this fact that we largely owe the happy conditions—progress of our school. We thank you, and through you the others.

As principal I can not exaggerate the goodness, kindness, and thorough cooperation of each and every member of our corps. Our strength lay in our union. We worked as one with but one idea—the betterment of our school. I wish particularly to commend our special teachers—music, drawing, and physical training—for their kindly, untiring interest and enthusiasm.

The student teachers and junior class have been faithful and attentive to every duty assigned, often doing more, never less, than required. Our only regret as teachers is that so many painstaking, conscientious students, young men and women, will fail to find a field of labor in their native city. This condition of oversupply makes a serious problem, one which demands for its solution calmness and deliberateness of judgment void of sentiment.

The teacher of to-day must know more, be more, physically and morally, than in any age of the past. As ideas of life deepen, widen, more is demanded of her who undertakes the difficult task of modeling the coming citizen during this most plastic period. She must have maturity of body and mind. I fear we do not think enough of this fact. We admit girls and boys who are skilled merely in the power to memorize—whose reason is but an adjunct to sentiment. There are several solutions to the problem, but I think most of this—extend the normal course to three years and sift thoroughly the applicants. Make health and conduct leading factors in acceptance; test intellectual fitness by ability to think rather than to memorize. There would then be a survival of the fittest, a corresponding gain to your teaching corps, and less dissension among the graduates. The smaller the number of normal pupils the fewer practice schools required; another point gained. For some time there has been a growing sentiment, just or unjust, among parents against allowing their children to be taught by students—experimented upon, as they say. Of course those of us in the school as at present officered know this to be a mistake, for nowhere can children be more tenderly, carefully trained than in a well-managed normal school.

The following statement by Miss Brown is submitted:

In nature study advantage was taken of the fact that children have a native interest in animate creation and an instinctive love for pets and all the animals and plants of their immediate environment. Consequently lessons pertaining to the familiar forms of life were given with greater degree of interest and benefit than could come from study of strange animals and plants. Both pupil, teachers, and children were taught to observe pets in the home or useful animals outside in order to become acquainted in an easy, natural manner with the characteristic habits and structure that give the animal a certain place in zoological classifica-

tion. To feed and otherwise care for an animal while watching its behavior gives skill in keeping animals, and is a sure way to acquire knowledge. Under such circumstances to study an animal, noting the adaptation of structure to the life it leads, appreciating the relation it bears to man, helping him and depending upon him, will awaken a real love for God's creatures and will in no small way help fit a child for a life of usefulness and enjoyment. It is worth far more to a child, educationally as well as socially, to grow a plant under intelligent observation than to pluck to pieces scores of flowers.

The unity of home and school has been emphasized more strongly in the past year than ever before by the increased number of pupils who from simple lessons in planting in the schoolroom acted on the suggestion to grow vegetables and flowers at home. Oral and written reports with more material evidence of successful home gardening have been highly gratifying. Not less acceptable have been the reported failures when combined with intelligent reasons for failing. In these instances the pupil was alert to discover causes, with resulting gain in knowledge of entomology, nature of the soil, and conditions of situation and weather, all of which have so vital a relation to plant growth.

The free distribution of seeds and bulletins from the Agricultural Department aided us materially in our work.

The fact so expressed by Dr. Hodge that "language has grown up out of and around the things of nature to such an extent that even our common school reading and writing is little more than a hollow mockery without the fundamental nature study to give it life and content" would be sufficient grounds for emphasizing nature study. Add to this the fact, which is the result of any teacher's experience, that in order to attain the aims of language lessons, correctness and fluency in expression, the first essential is the possession of clear and distinct ideas, and these are best received through or by means of nature study.

Two hours a week during the second term were given to the junior class for the study of the history of education. In the first part of the course was given a brief survey of educational ideals of the ancient nations. A study of their geographical positions, with information relative to the governments and customs of the nations studied, made the pupils more appreciative of their educational systems and theorists.

The Renaissance and the Reformation furnished interesting and important centers of study. Especial attention was devoted to the lives and influence of such reformers and educators as Luther, Comenius, Rousseau, Pestalozzi, and Froebel, and to the best-known educational literature by them.

An important feature of the work was a study of education in the United States, the development of the normal school, the life and work of Horace Mann.

Comparison of historic systems with the schools of the District of Columbia led to a clearer understanding and keener appreciation of the subject.

The following statement of Miss Shippén is submitted:

#### GRAMMAR.

Grammar received careful attention during the first term of the junior year. The course was planned with the purpose of helping the student to acquire a thorough knowledge of the subject-matter composing the science of grammar, of increasing his capacity of thinking independently, by research and examination of different text-books, and of awakening in the student not only a knowledge of his deficiency in the use of English, but a desire to know how to speak and write well. Constant attention was called to errors in written work as well as oral work. After the assignment of a grammatical topic, teacher and pupils discussed it fully, reporting from various sources. Since language is the expression of

thought, the student of language must understand the structure of the sentence, the unit of expression. The sentence becomes the basis of further study from which is classified the material composing the subject-matter of English grammar. The pupil works with the sentence, seeks to understand the thought, and formulates his own definition. Thus the pupil is led to see that rules governing speech should be evolved from a knowledge of forms already acquired.

#### COMPOSITION.

The second term was devoted to composition, and literature for grade, oral, and written work, descriptive and narrative, was carefully criticised by students working with the teacher. Topics connected with school work were assigned, outlines prepared after conversational lessons, followed by written work. Much reproduction of stories helped the class to work out the simple problems of narration and description in a practical way.

#### LITERATURE.

The rich treasure of child literature with the beautiful imaginative dreams of the past and crude but charming fancies of early peoples proved a new and fascinating field for the class. This interest must necessarily have been a stimulus to fullness, graphicness, and spontaneity in presenting to others the story, whether a myth or legend. In order to have pleasing expression, thought must be stimulated by interest.

The need of more thorough training in the excellent accomplishment, reading aloud, resulted in considerable amount of such work. There was much oral reproduction with blackboard sketching before the class and simple dramatizing of little stories. This exercise gives the teacher freedom of action, vivacity, and vigor of expression.

Typical poems for children by Stevenson, Field, and Longfellow were studied, emphasizing the fact that there can be no proper oral expression of the story without a thorough appreciation of its content and sympathy with the spirit of the selection. Children enjoy illustration of poems and stories. Paper cutting, sewing, drawing, and painting in the primary school should be largely the natural outgrowth of the work in literature.

The work of the senior class embraces the study of literature for children. The subject-matter is graded with reference to the characteristics of the child of different ages. The student is led to adequate interpretation of the underlying spirit of such literature, especially the poetic conception of nature. The aim of this course is to acquaint the pupil teachers with the sources of literature for children, familiarize them with the proper choice and adaptation for primary work, to cultivate appreciation for the very best material available in culture and folk lore. The research work is carried on in the libraries of the city. We are in need of a larger library in our school.

Much care is given to blackboard outlines, to simple dramatizing of the poem and story and oral reproduction of all kind. The fact is recognized that not only a knowledge of the subject-matter, but clear and direct expression and some degree of literary taste are necessary for the successful teaching of English in any grade.

After plans were written, discussed, and criticised, suitable pictures or objects to interest and illustrate were found or prepared by the pupil teachers; a poem or story was presented in the training school. The literature work was largely correlated with nature study. Indeed, the natural basis of all primary work is science, out of which grow language and literature. This was the first year any study of literature with its methods was introduced and much was necessarily experimental.

*Enrollment, average attendance, etc.*

Number of admissions .....	40
Number of reentries during the year .....	8
Whole number of pupils on roll during the year (males, 13; females, 63) .....	76
Number of seats forfeited during the year .....	8
Number of reentries .....	8
Average number on roll during the year (males, 13; females, 62) .....	75
Average number in daily attendance during the year (males, 12; females 62) .....	74
Per cent of attendance during the year .....	98.2
Number of cases of tardiness during the year .....	3
Number of visits of Superintendent Stuart .....	1
Number of visits from Mrs. Myers .....	17
Number of visits from Doctor Montgomery .....	5
Number of visits from members of the Board of Education .....	9

*Course of study.*

## FIRST YEAR.

[First term, September to February; second term, February to June.]

	First term.		Second term.	
	Subjects.	Weeks and periods. <sup>a</sup>	Subjects.	Weeks and periods. <sup>a</sup>
Professional .....	Psychology .....	20-2	Psychology .....	20-2
			History of Education .....	20-3
Science .....	Physiology .....	20-3	School law and school economy .....	20-2
	Hygiene .....	20-2	Biology .....	20-2
English .....	Grammar .....	20-5	Literature .....	20-4
	Vocal culture .....	20-2	Vocal culture .....	20-1
Art .....	Music .....	20-2	Music .....	20-2
	Drawing .....	20-2	Drawing .....	20-2
	Penmanship .....	20-1	Penmanship .....	20-1
Miscellaneous .....	Physical culture .....	20-2	Physical culture .....	20-2
			Methods in science .....	20-2
			Methods in language .....	20-2
			Methods in reading .....	20-1
			Methods in number .....	20-1

<sup>a</sup> The first figure in the column represents the number of weeks, the second the number of periods per week. Thus the figures "20-2" mean twenty weeks having two periods per week. Length of a period, three-quarters of an hour.

## SECOND YEAR.

[September to February, February to June; A and B classes alternate with teaching and theory.]

	Section A.		Section B.	
	Subjects.	Weeks and periods. <sup>a</sup>	Subjects.	Weeks and periods. <sup>a</sup>
Professional .....	Teaching .....	20-25	General pedagogy .....	20-2
	Criticism .....	20- 5	Principles of education .....	20-2
Science .....			Methods in nature study .....	20-2
English .....			Literature in grades .....	20-5
Arithmetic .....			Pedagogy and methods in reading .....	20-2
Art .....			Pedagogy and methods in number .....	20-2
			Methods in drawing .....	20-2
			Methods in music .....	20-2
Miscellaneous and manual training .....	Pedagogy and methods in sense training .....		Methods in physical culture .....	20-2
	Pedagogy and methods in morning talks .....			20-1
	Pedagogy and methods in sloyd, basketry, and rafia .....			20-1

<sup>a</sup> The first figure in the column represents the number of weeks, the second the number of periods per week. Thus the figures "20-2" mean twenty weeks having two periods per week. Length of a period, three-quarters of an hour.

Three hours each week devoted to study of educational books at local libraries under supervision of teachers.

Among the educational books read at local libraries may be mentioned the following, written reports of which were required to be given to the principal, and thesis upon some educational problem was required of each pupil for graduation:

An Ideal School, Search; The Art of Study, Hinsdale; School Management, Baldwin; History of Education, Compayre; Education by Development, Froebel; Science of Education, Herbart; School Education, Currie; School Economy, Wickersham; School of Infancy, Comenius; The Emile, Rousseau; Leonard and Gertrude, Pestalozzi; New Methods in Education, Tadd; Gifts, Froebel; Hereditary Genius, Galton; Heredity, Ribot; Animal Psychology, Wundt; Herbartian Psychology, Adams; Talks to Teachers on Psychology, James; New Psychology, Gordy; Elementary Psychology, Baldwin; The Book Lover, Baldwin; Talks on Pedagogy, Parker; Origin of Civilization, Lubbock; Hygiene of the Voice, Rumbold; Aristotle, Davidson; The Training of Teachers, Laurie; Educational Foundations, Seeley.

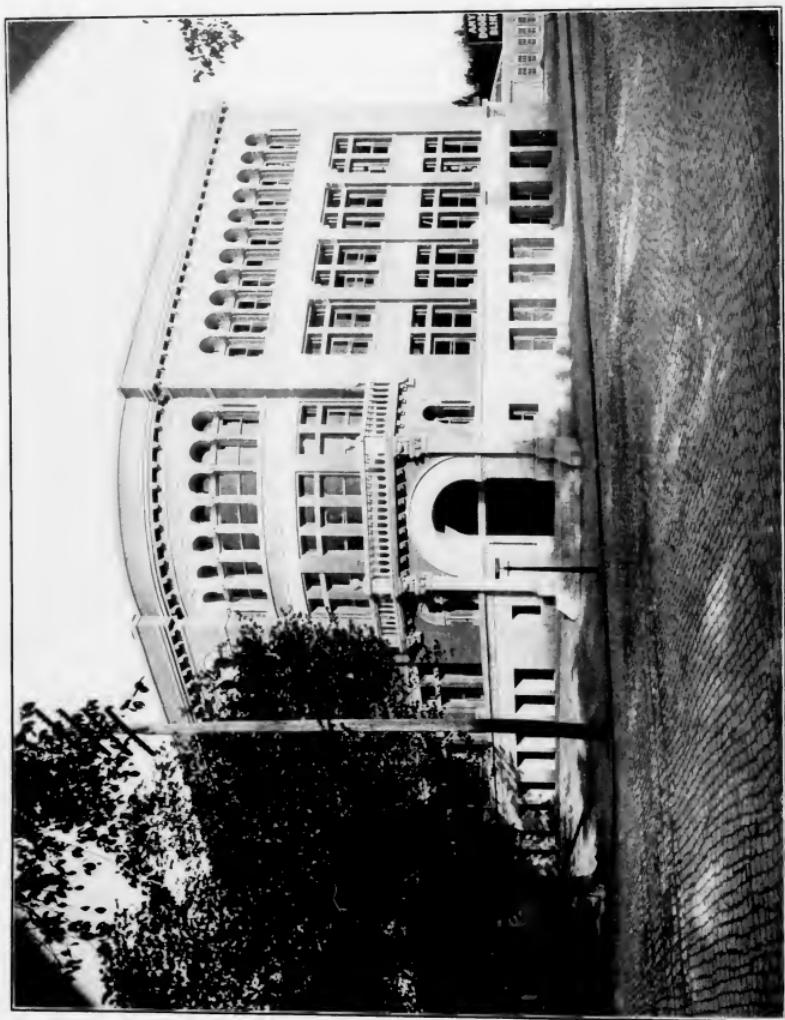
Respectfully submitted.

LUCY E. MOTEN, *Principal.*

Mr. A. T. STUART,

*Superintendent of Schools.*





MCKINLEY MANUAL TRAINING SCHOOL, DEDICATED JANUARY 29, 1903.

# REPORT OF THE DIRECTOR OF HIGH SCHOOLS.

MY DEAR SIR: I have the honor to submit my annual report upon the work of the Washington high schools for the year 1902-3:

## CENTRAL HIGH SCHOOL.

TABLE I.—*Total enrollment, by years, courses, and sex, 1902-3.*

Year.	Academic.			Scientific.			Total.			From last year.	Subse- quent admis- sions.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
First	86	126	212	23	69	92	109	195	304	—	—
Second	56	78	134	9	48	57	65	126	191	—	—
Third	49	37	86	11	55	66	60	92	152	—	—
Fourth	30	53	83	9	33	42	39	86	125	—	—
Total	221	294	515	52	205	257	273	499	772	473	299
Withdrawals	39	46	85	19	31	50	58	77	135	—	—
Total at close of year	182	248	430	33	174	207	215	422	637	—	—
Graduates	26	42	68	5	30	35	31	72	103	—	—

TABLE II.—*Showing average enrollment, average attendance, and per cent of attendance.*

	Month.	Average enrollment.	Average attendance.	Per cent.
September		686.1	676	98.5
October		726.5	700.2	96.3
November		718.7	690.5	96
December		711.7	688.5	93.6
January		708.6	666.3	94
February		717	672	92.7
March		682.7	637.6	93.3
April		674.7	637.2	94.4
May		661.4	620.6	93.8
June		645	599.3	92.9
Total <sup>a</sup>		693.2	656.8	94.7

<sup>a</sup>Technical school separated.

TABLE III.—*Showing number of teachers, average enrollment, whole enrollment, and number of graduates.*

Year.	Number of teachers.	Average enrollment.	Total enrollment.	Number of graduates.			
				Third year.		Fourth year.	
				Boys.	Girls.	Boys.	Girls.
1890-91	36	1,001	1,090	74	131	—	—
1891-92	37	937	1,025	53	153	—	—
1892-93	39	778	851	47	101	11	22
1893-94	42	835	916	33	100	9	25
1894-95	43	894	1,010	36	68	13	42
1895-96	42	814	900	1	1	14	42
1896-97	44	851	966	—	—	31	72
1897-98	43	864.5	994	—	—	35	58
1898-99	43	917.1	1,052	—	—	41	66
1899-1900	47	991.3	1,126	—	—	34	42
1900-1901	49	899.9	985	—	—	40	55
1901-2 <sup>a</sup>	44	706.3	807	—	—	18	64
1902-3	47	663.2	772	—	—	31	72

<sup>a</sup>Technical school separated.

## EASTERN HIGH SCHOOL.

TABLE I.—*Total enrollment by years, courses, and sex, 1902-3.*

Year.	Academic.			Scientific.			Total.			Admissions.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	From previous year.	At opening of school.	Subsequent.
First.....	32	63	95	3	23	26	35	86	121	16	114	7
Second.....	20	58	78	4	8	12	24	66	90	82	85	5
Third.....	13	43	56	3	13	16	16	56	72	72	72	—
Fourth.....	17	23	40	7	12	19	24	35	59	57	57	2
Total.....	82	187	269	17	56	73	99	243	342	—	328	14
Withdrawals.....	10	42	52	5	12	17	15	54	69	—	69	—
Total at close of year.....	72	145	217	12	44	56	84	189	273	—	259	14
Graduates.....	14	18	32	6	10	16	20	28	48	—	—	—

TABLE II.—*Showing average enrollment, average attendance, and per cent of attendance.*

	Month.	Average enrollment.	Average attendance.	Per cent.	
				Boys.	Girls.
September.....		312.2	306	98	—
October.....		324.5	310.5	95.6	—
November.....		317.9	305.4	96	—
December.....		310	291	93.9	—
January.....		303	283.3	93.4	—
February.....		291.7	298.2	91.9	—
March.....		287.9	289.4	93.5	—
April.....		284.9	286.6	93.5	—
May.....		277.7	280.2	93.6	—
June.....		271	252.9	93.3	—
Total.....		292.4	280.7	94.1	—

TABLE III.—*Showing number of teachers, average enrollment, whole enrollment, and number of graduates.*

Year.	Number of teachers.	Average enrollment.	Total enrollment.	Number of graduates.			
				Third year.		Fourth year.	
				Boys.	Girls.	Boys.	Girls.
1880-91.....	7	158	189	—	—	—	—
1891-92.....	11	239	270	—	—	—	—
1892-93.....	15	329	386	31	37	—	—
1893-94.....	17	366	400	29	38	5	6
1894-95.....	19	388.2	452	25	31	9	16
1895-96.....	21	394.4	467	—	1	8	23
1896-97.....	21	401	453	—	1	10	32
1897-98.....	21	445	511	—	—	18	34
1898-99.....	21	468	538	—	—	24	36
1899-1900.....	22	460.4	532	—	—	20	30
1900-1901.....	22	411.2	458	—	—	20	41
1901-2.....	22	374.6	416	—	—	13	42
1902-3.....	21	292	342	—	—	19	39
				Boys.	Girls.	Total.	—
				20	28	48	—

## WESTERN HIGH SCHOOL.

TABLE I.—*Total enrollment by years, courses, and sex, 1902-3.*

Year.	Academic.			Scientific.			Total.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
First	25	28	53	10	24	34	35	52	87
Second	30	37	67	5	24	29	35	61	96
Third	19	13	32	7	30	37	26	43	69
Fourth	7	12	19	13	14	27	20	26	46
Total	81	90	171	35	92	127	116	182	298
Withdrawals	19	23	42	8	24	32	27	47	74
Total at close of year	62	67	129	27	68	95	89	135	224
Graduates	5	12	17	9	11	20	14	23	57

TABLE II.—*Showing average enrollment, average attendance, and per cent of attendance.*

Month.	Average enrollment.	Average attendance.	Per cent		
				Month.	Average enrollment.
September	261.2	253.3	97.7	September	261.2
October	271.4	256.7	94.5	October	271.4
November	270.2	255.8	94.6	November	270.2
December	280.9	263.7	93.8	December	280.9
January	271.6	255.4	94	January	271.6
February	254.6	230.3	90.4	February	254.6
March	259.3	237.9	91.7	March	259.3
April	260.9	246	94.2	April	260.9
May	250.7	234	93.3	May	250.7
June	227.3	213.6	93.9	June	227.3
Total	262	245	93.5	Total	262

TABLE III.—*Showing number of teachers, average enrollment, whole enrollment, and number of graduates.*

Year.	Number of teachers.	Average enrollment.	Total enrollment.	Number of graduates.			
				Third year.		Fourth year.	
				Boys.	Girls.	Boys.	Girls.
1890-91	2	56	64				
1891-92	4	107	126				
1892-93	7	156	173	8	24		
1893-94	10	181	199	12	33	1	5
1894-95	11	199	226	7	9	10	26
1895-96	12	245	281			5	15
1896-97	14	231	264			5	18
1897-98	15	200	320			4	25
1898-99	17	339	404			9	25
1899-1900	18	342	405			10	25
1900-1901	19	323	377			25	23
1901-2	17	291	338			18	41
1902-3	15	262	303			14	33

## BUSINESS HIGH SCHOOL.

TABLE I.—*Total enrollment by years, courses, and sex, 1902-3.*

Year.	Boys.	Girls.	Total.
First	180	303	483
Second	87	120	207
Total	267	423	690
Withdrawals			245
Total at close of year	59	80	139
Graduates			445

## WESTERN HIGH SCHOOL—Continued.

TABLE II.—*Showing average enrollment, average attendance, and per cent of attendance.*

Month.	Average enrollment.	Average attendance.	Per cent.
September.....	612	561	98.2
October.....	642	614	95.5
November.....	642	617	95.9
December.....	615	573	93.1
January.....	576	544	94.4
February.....	560	534	93.6
March.....	543	505	93.1
April.....	528	499	94.6
May.....	504	470	93.2
June.....	458	425	92.5
Total.....	571	538	94.4

TABLE III.—*Showing number of teachers, average enrollment, whole enrollment, and number of graduates.*

Year.	Number of teachers.	Average enrollment.	Total enrollment.	Number of graduates.			Average entrance age of first year.
				Boys.	Girls.	Total.	
1890-91.....	8	274	314				16.4
1891-92.....	9	329	368	17	18	35	16.3
1892-93.....	11	359	389	25	25	50	16.1
1893-94.....	12	410	493	32	28	60	16.3
1894-95.....	13	394	497	21	19	40	16.3
1895-96.....	17	421	532	35	36	71	16.5
1896-97.....	19	435	526	34	40	74	16.4
1897-98.....	20	483	601	41	48	89	16.7
1898-99.....	21	491	594	37	64	101	16.6
1899-1900.....	21	527	664	39	58	97	16.5
1900-1901.....	23	598	745	35	53	108	16.2
1901-2.....	25	603	763	62	94	156	16.2
1902-3.....	25	571	690	59	80	139	16.3

## M STREET HIGH SCHOOL.

TABLE I.—*Total enrollment by years, courses, and sex, 1902-3.*

Year.	Academic.			Scientific.			Total.			Admissions.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
First.....	31	116	147	3	12	15	34	128	162	33	119	152
Second.....	19	99	118	3	13	16	22	112	134	—	—	—
Third.....	40	107	147	3	16	19	43	123	166	—	—	—
Fourth.....	19	57	76	2	31	33	21	88	109	—	—	—
Total.....	109	379	488	11	72	83	120	451	571	33	119	152
Withdrawals.....	7	54	61	2	9	11	9	63	72	—	—	—
Total at close of year.....	102	325	427	9	63	72	111	388	499	—	—	—
Graduates.....	19	53	72	1	29	30	20	82	102	—	—	—

TABLE II.—*Showing average enrollment, average attendance, and per cent of attendance.*

Month.	Average enrollment.	Average attendance.	Per cent.
September.....	548	532.2	97.1
October.....	551.3	525.3	95.2
November.....	549.5	530.7	96.5
December.....	545.2	511.9	93.8
January.....	536.4	507.5	94.6
February.....	530.9	497.9	93.7
March.....	520.9	486	93.3
April.....	517	488.3	96.3
May.....	509.7	480.9	94.3
June.....	494.5	478.1	96.6
Total.....	530	504	94.9

## M STREET HIGH SCHOOL—Continued.

TABLE III.—*Showing number of teachers, average enrollment, whole enrollment, and number of graduates.*

Year.	Number of teachers.	Average enrollment.	Total enrollment.	Number of graduates.				Total.	
				Third year.		Fourth year.			
				Boys.	Girls.	Boys.	Girls.		
1890-91	14	345	376	21	65	—	—	86	
1891-92	17	364	407	19	50	—	—	69	
1892-93	18	400	444	23	61	—	—	90	
1893-94	19	426	460	28	71	—	—	99	
1894-95	22	550	618	—	—	—	—	131	
1895-96	24	594	675	—	—	—	—	49	
1896-97	26	640	736	—	—	—	—	79	
1897-98	27	593	690	—	—	—	—	103	
1898-99	29	586	678	—	—	—	—	92	
1899-1900	31	633	704	—	—	—	—	99	
1900-1901	31	624	749	—	—	—	—	81	
1901-2	24	<sup>a</sup> 530	<sup>a</sup> 664	—	—	—	—	82	
1902-3	24	530	571	—	—	—	—	102	

<sup>a</sup> Technical school separated.

## ALL WHITE HIGH SCHOOLS.

TABLE IV.—*Showing enrollment of each white high school for each school year by years, as well as number of graduates each year and number entering college after 1895-96 from each school.*

Year.	1887-88.	1888-89.	1889-90. <sup>a</sup>	1890-91. <sup>b</sup>				Total.
				Central.	Central.	Central.	Western.	
First year	519	586	712	465	64	189	302	1,026
Second year	290	405	438	358	—	—	—	358
Third year	188	262	272	267	—	—	—	267
Fourth year	—	—	—	—	—	—	—	—
Total	997	1,253	1,422	1,090	64	189	308	1,651
Graduates:								
Second year	—	—	—	—	—	—	—	—
Third year	26	222	289	205	—	—	—	205
Fourth year	—	—	—	—	—	—	—	—
Entering college	—	—	—	—	—	—	—	—

Year.	1891-92.				1892-93.				1893-94.				
	Central.	Western.	Eastern.	Business.	Central.	Western.	Eastern.	Business.	Central.	Western.	Eastern.	Business.	Total.
First year	447	81	175	281	984	385	68	184	303	940	400	74	1,016
Second year	296	45	45	24	520	251	69	119	85	524	265	49	563
Third year	282	—	—	—	382	172	36	83	—	291	190	56	322
Fourth year	—	—	—	—	—	43	—	—	43	61	7	16	34
Total	1,025	126	270	365	1,786	851	173	380	388	1,798	916	199	1,991
Graduates:													
Second year	—	—	—	—	35	35	—	—	50	50	—	—	60
Third year	206	—	—	—	206	149	32	68	—	249	133	45	255
Fourth year	—	—	—	—	—	—	—	—	—	—	—	—	51
Entering college	—	—	—	—	—	—	—	—	—	—	—	—	—

<sup>a</sup> Prior to that time graduating classes from Central included second-year graduates from business course.<sup>b</sup> Branch schools established September, 1890.

First voluntary graduating fourth-year class.

## ALL WHITE SCHOOLS—Continued.

TABLE IV.—*Showing enrollment of each white high school for each school year by years—Continued.*

Year.	1894-95.				1895-96. <sup>a</sup>				1896-97.				
	Central.	Western.	Eastern.	Business.	Central.	Western.	Eastern.	Business.	Central.	Western.	Eastern.	Business.	Total.
First year.....	455	96	108	324	1,083	397	125	1,108	406	103	173	376	1,058
Second year.....	302	67	119	155	643	275	145	625	251	81	133	140	605
Third year.....	173	41	89	36	303	195	178	47	99	—	—	—	324
Fourth year.....	80	—	—	—	138	93	—	168	131	36	48	—	215
Total.....	1,010	226	452	479	2,167	960	81	2,225	906	267	453	516	2,202
Graduates:													
Second year.....	104	16	56	40	40	—	—	71	71	—	—	74	74
Third year.....	55	10	25	—	176	52	—	—	—	—	—	—	—
Fourth year.....	—	—	—	—	90	56	20	31	—	107	103	33	170
Entering college.....	—	—	—	—	19	8	10	—	37	20	3	9	32
Year.	1897-98.				1898-99.				1899-1900.				
	Central.	Western.	Eastern.	Business.	Central.	Western.	Eastern.	Business.	Central.	Western.	Eastern.	Business.	Total.
First year.....	453	149	205	390	1,197	475	189	249	416	1,329	527	—	—
Second year.....	240	60	131	169	600	307	115	307	171	709	315	—	—
Third year.....	171	—	—	—	—	50	46	52	—	—	—	—	—
Fourth year.....	124	41	63	—	324	138	—	—	—	572	100	124	217
Total.....	994	310	486	559	2,349	1,052	400	538	587	2,577	1,126	403	2,662
Graduates:													
Second year.....	—	—	89	89	—	—	—	101	101	—	—	—	—
Third year.....	93	27	52	—	172	105	34	60	—	201	76	—	—
Fourth year.....	—	—	—	—	—	—	—	—	—	—	—	—	—
Entering college.....	20	8	15	—	43	12	8	20	—	50	—	—	—
Year.	1900-1901.				1901-2.				1902-3.				
	Central.	Western.	Eastern.	Business.	Central.	Western.	Eastern.	Business.	Central.	Western.	Eastern.	Business.	Total.
First year.....	395	133	172	564	1,264	320	121	1,063	304	121	157	36	935
Second year.....	289	99	123	181	532	215	153	469	191	96	184	21	593
Third year.....	176	79	93	—	332	162	109	34	653	191	139	126	444
Fourth year.....	125	66	50	—	261	107	67	—	306	152	125	125	330
Total.....	985	377	458	745	2,505	807	335	416	703	2,261	772	298	2,102
Graduates:													
Second year.....	95	48	55	—	108	108	—	59	58	156	156	48	139
Fourth year.....	—	—	—	—	198	82	—	—	199	108	37	48	188

<sup>a</sup>First compulsory graduating fourth-year class from all academic high schools (1895-96).<sup>b</sup>Irregular.<sup>c</sup>Technical school organized separately.

## ALL WHITE HIGH SCHOOLS—Continued.

TABLE V.—*Showing enrollment in all white academic high schools by classes and the number of graduates, Central to 1899-90, inclusive; all together thereafter.<sup>a</sup>*

Year.	Class.					Graduates.		College.
	First year.	Second year.	Third year.	Fourth year.	Total.	Third year.	Fourth year.	
1887-88	519	290	188		997	<sup>b</sup> 207		
1888-89	586	405	262		1,253	<sup>b</sup> 222		
1889-90	712	438	272		1,422	<sup>b</sup> 289		
1890-91	718	358	267		1,343	<sup>b</sup> 205		
1891-92	703	436	282		1,421	206		
1892-93	637	439	291	<sup>c</sup> 43	1,410	249	33	
1893-94	672	431	328	84	1,515	255	51	
1894-95	759	488	303	138	1,688	176	90	
1895-96	736	480	324	<sup>d</sup> 168	1,708	3	107	37
1896-97	682	405	324	215	1,686		170	32
1897-98	807	431	324	228	1,790		172	43
1898-99	913	538	282	257	1,990		201	50
1899-1900	865	583	357	217	2,022			
1900-1901	700	511	338	261	1,810		198	
1901-2	594	419	306	239	1,558		199	
1902-3	512	377	293	230	1,412		188	

<sup>a</sup> Branch schools established September, 1890.<sup>b</sup> Includes second-year graduates of business course.<sup>c</sup> First voluntary fourth-year class.<sup>d</sup> First compulsory fourth-year class.<sup>e</sup> Technical school separated.

## BUSINESS HIGH SCHOOL.

TABLE VI.—*Showing enrollment in Business High School by classes and the number of graduates from 1890 to 1903.*

Year.	Class.			Graduates.
	First year.	Second year.	Total.	
1890-91			308	308
1891-92			281	365
1892-93			303	50
1893-94			344	476
1894-95			324	40
1895-96			372	517
1896-97			376	71
1897-98			390	74
1898-99			416	89
1899-1900			414	101
1900-1901			564	97
1901-2			469	108
1902-3			483	156
			690	139

## WHITE ACADEMIC HIGH SCHOOLS.

TABLE VII.—*Showing enrollment for all white academic high schools from first year to graduation, Central to 1893, inclusive; all together thereafter.<sup>a</sup>*

Graduates.	Class enrollment.					College.
	First year.	Second year.	Third year.	Fourth year.	Graduates.	
1890	519	405	272		<sup>b</sup> 239	
1891	586	438	267		<sup>b</sup> 205	
1892	712	358	282		206	
1893	718	436	291	<sup>c</sup> 43	249	33
1894	703	439	328	84	255	51
1895	637	431	303	138	90	
1896					176	
1897	672	488	324	215	<sup>d</sup> 168	107
1898	759	480	324	228		37
1899	736	465	324	237		32
1900	682	431	282	217		43
1901-2	594	419	306	239		50
1902-3	512	377	293	230		

<sup>a</sup> Branch schools established September, 1890.<sup>b</sup> Includes second-year graduates of business course.<sup>c</sup> First voluntary fourth-year class.<sup>d</sup> First compulsory fourth-year class.

## WHITE ACADEMIC HIGH SCHOOLS—Continued.

TABLE VIII.—*Showing per cent of survival for all white academic high schools from first year to graduation, Central to 1893, inclusive; all together thereafter.*<sup>a</sup>

Graduates.	Percent of the immediate preceding class reaching class designated.						Percent of original first-year class reaching class designated.					
	Graduates.			College.			Graduates.			College.		
	Second year.	Third year.	Fourth year.	Third year.	Fourth year.	year.	Second year.	Third year.	Fourth year.	Third year.	Fourth year.	year.
1890												
1891												
1892	50.28	78.77		73.03			50.28	39.61		28.93		
1893			15.25		36.74				6.04		4.63	
1894	60.72	66.54		83.57			60.72	40.53		34.68		
1895				28.87		60.71			11.70		7.10	
1896	62.44	74.71		77.74			62.44	46.06		36.27		
1897				42.07		65.21			19.63		12.80	
1898	67.66	70.30		58.08			67.66	47.57		27.63		
1899				55.44		63.09	34.58		26.37		16.80	5.81
1900	72.62	66.40		66.36		79.07	18.82	72.62	48.21	32	25.30	4.76
1901	63.24	67.50		70.37		75.44	24.88	63.24	42.69	30.04	22.66	5.66
1902	63.18	69.68		79.32		78.21	24.88	63.18	44.02	34.92	27.31	6.80
1903	63.20	65.43		76.95			63.20	41.35	31.82			

<sup>a</sup> Branch schools established September, 1890.

## BUSINESS HIGH SCHOOL.

TABLE IX.—*Showing enrollment and per cent of survival for the Business High School from first year to graduation.*

Graduating year.	Class enrollment.						Percent of the imme-diately pre-ceding class reaching class designated.	Per cent of origi-nal first-year class reaching class designated.	
	First year.			Second year.		Gradu-ates.		Second year.	Gradu-ates.
	First year.	Second year.	Gradu-ates.	Second year.	Gradu-ates.			Second year.	Gradu-ates.
1892		308	84		35	27.27	41.67	27.27	11.36
1893		281	85		50	30.25	58.82	30.25	17.79
1894		303	132		60	43.56	45.45	43.56	19.80
1895		344	155		40	45.01	25.81	45.01	11.63
1896		324	145		71	44.75	48.96	44.75	21.91
1897		372	140		74	37.63	52.86	37.63	19.89
1898		376	160		89	44.95	52.66	44.95	23.67
1899		390	171		101	43.85	59.06	43.85	25.90
1900		416	226		97	54.33	42.83	54.33	23.07
1901		464	181		108	31.73	59.66	31.73	19.15
1902		469	234		156	49.89	66.66	49.89	33.24
1903		483	267		139	44.14	67.15	44.14	29.64

## ACADEMIC WORK OF THE HIGH SCHOOL

The work of the high schools has proceeded along the general lines of former years. The changes effected in the Business High School course, as noted in my report of last year, have been carried on with profit to the pupils. In the M Street High School, which has heretofore followed the scheme of work laid down for the other high schools, certain changes have been made. It was early apparent that the pupils of that school needed a surer grounding in certain lines in order to profitably do the advanced work of the high school. With this in mind modifications were made in the English and algebra requirements of the first year with very satisfactory results. A further revision and modification of some of the other lines of work ought to, and I believe will, result in very desirable improvements.

Many of the colleges of the country have recently been increasing their requirements for entrance. This is a step which, however desirable it may be from the college standpoint, is much to be deplored from the high school position. It is forcing the high schools, whose main object should be to complete the systems of graded schools rather than to be essentially college preparatory schools, to add to their already overburdened four-year courses for the purpose of closing up the widening gap. Some changes in our courses in history, French, and German are now necessary in order to fulfill the college requirements and to fit our graduates for some of the higher institutions.

#### ENROLLMENT.

Notwithstanding the separate establishment of the manual training schools in their own buildings at the beginning of the past year, the enrollment of the high schools has maintained itself even better than was expected. That of the Central High School has increased over the preceding year, while the other schools have been only slightly affected, if at all, thus showing that the high and manual training schools have their respective spheres to fill in meeting the demands of the people of Washington for general educational facilities beyond those afforded by the graded schools.

The lack of adequate facilities in the McKinley Manual Training School has caused the housing of 200 of the pupils of that school in the Central High School building, a condition to be regretted from both sides. The McKinley School has, on the one hand, had all of its first-year pupils away from its own plant, with no opportunity for uniting this group with the older and better developed element in the school. On the other hand, the Central High School has been crowded to such an extent that much of its work has been cramped in its action. It is to be strongly hoped that some satisfactory arrangement can be made for the accommodation of the manual training school by which the Central High School may have the room it needs. The estimated enrollment of the latter school for the coming year indicates a considerable increase in the number of pupils and the consequent need of additional class rooms for their accommodation.

#### COURSES OF STUDY.

For fifteen years the courses of the Washington high schools have been broadly elective in the third and fourth years. The first and second year courses have been pretty well fixed, the only election, after choice of one's general course—i. e., of academic or scientific (the latter being really a modern-language course)—being in the second year, when one has been permitted to elect physics or chemistry as his science, or Greek instead of either, if he intended to pursue a classical course at college. On the other hand, only two subjects

have been prescribed for pupils in the third and fourth year classes, who have been permitted to choose almost indiscriminately the other subjects required for graduation, unless they were normal candidates, in which case their course was very definitely laid down. This free elective system has shown itself defective because of the inability of the large majority of high school pupils to make a wise selection. It has been our experience that a very large number of pupils, following the general rule of mankind, is disposed to go "along the line of least resistance" without any consideration of consequences. Many others, with best intent, perhaps, choose courses that are "educationally unbalanced." It may be asked, "Why does not the school control this when the pupil makes his choice?" Outside of the magnitude of the task of reviewing each individual choice in a large school, the question arises as to the real right of the pupil to make an election if he is not permitted to have what he wishes. Besides the above-mentioned temptation to unwise selection of subjects, the many and varied subjects by which one is permitted to make the requisite number of credits for entrance to the different courses in colleges simply tend to distract the pupil the more, and make it more and more necessary that a wise discretion be shown in determining courses of pupils. As a result of the foregoing I think it the part of wisdom to lay down certain groups of studies which shall aim to be educationally balanced as groups, while at the same time each group shall have some central principle running through it to satisfy the educational bent or need of the individual pupil. It is also wise not to let the specific group be chosen until the end of the second year of the high school course. Let the first two years be as general as possible and let the choice of course come at the beginning of the third year, at which time the pupil, under the advice of the parent, may choose the group of studies which seems to meet his wants, while the school has determined what the pupil must take in the development of the idea which he wants to work out.

#### SALARIES OF HIGH SCHOOL TEACHERS.

In my opinion the most important factor concerning both the present and future welfare of the high schools of Washington is that of the salaries of principals and teachers.

No schools can be great unless they have and work out high ideals. High ideals are neither born nor wrought out by small-souled men and women, nor by men and women who are held down to the actual necessities of life by their meager salaries. To have the best schools in the country, as we aim to have, it is imperative that we get the best teachers the country affords, men and women of character, ability, and experience, and not only that we get such, but that we be able to keep them by paying them sufficient salaries, for a system that is constantly compelled to change its teaching force is constantly

subject to risks that are likely to wreck it. To develop good scholars—i. e., to work out right educational results—we must have good and effective teaching, a thing only to be secured from good and efficient teachers.

There are two ways of securing good teachers. The first is by being able to attract men and women of character and experience. The second is by taking promising but unskilled persons and training them as teachers. The former method secures persons who are prepared for the business of teaching and who have had experience to bring out their powers, that they may be immediately useful to the city for the purpose of educating its young; but the country is waking up to the fact that such combinations of character, brains, and developed skill are not only worth having, but must be sufficiently paid, if the public would have the use of the same. The second way is a matter requiring years, as a rule. This method is cheaper in the actual number of dollars required at the beginning, but is dearer far in the loss, intangible though it be, undergone by the pupils who must suffer it. Then, too, as cited above, it will not be many years before the teacher who has been well trained in this way will be drawn away to some other place which is willing and able to pay him or her an adequate salary. This has been and is being the repeated experience of the Washington high schools. Higher salaries than those now paid are just as necessary for the keeping of our good teachers as they are for securing such in the beginning.

That the salaries of the principals and teachers in the Washington high schools are very low will not be disputed by any fair-minded person who is competent to judge. They are generally much lower than they were when the first high school was organized in this city in 1882. They are very low when compared with the salaries paid to many officials and clerks of the General or the District government, although the work demanded of the teacher is often of a more difficult character. They are low when compared with the salaries paid to teachers in the high schools in many of the other large cities of the country, and, indeed, to those in the smaller cities also. It is becoming impossible to secure first-class teachers of experience to fill vacancies in our high schools because of our inability to offer high enough salaries, and this not only in our lower paid places but even in our higher paid positions. Then, too, unfortunately for us, this salary condition is becoming so well known to our sister cities that they have no difficulty in drawing away from us our highest paid teachers, whose places must be filled by new and often inexperienced men and women, who serve their apprenticeship with us only to leave us for better paying places when their skill is known.

The system of high schools in New York City is not 10 years old, and is far from being fully developed, but already in the high schools in that city alone one will find nearly a dozen of the best teachers of our Washington high schools. In one school there, the High School of

Commerce, not yet two years old, are 4 teachers taken from the Central High School of this city. This is but part of the story, for many others have left us to go to other places paying more adequate salaries, but the general case is less interesting to us just now than the special one. Of the 134 teachers in the high schools of Washington to begin school in September, 1903, 24 will have come into their positions within twelve months. Many of these changes have been due to the fact that the teachers who formerly occupied these positions have been able to obtain much higher salaries elsewhere. To these changes must be added 2 more, the teachers having been appointed, served a short time, and resigned to accept positions at higher salaries. Of the new appointments, only 1 occurred in the M Street High School, 4 in the Business High School, 4 in the Western, 3 in the Eastern, and 12 in the Central High School (including 2 general appointments affecting all of the high schools). Of the 47 teachers carried on the roll of the Central High School, which includes all of the special teachers of the white high schools except the instructor in music, 14 have come into their positions within a year. Of the 15 on the Western High School roll, 7 have come into their positions within a year and a half.

Can any system of education be stable and effective with such constant and tremendous fluctuation in its most essential element, its teaching corps? Is any sort of teaching less than the very best and most effective to be considered good enough for the training of the young manhood and young womanhood of Washington? I beg that the Board of Education present this matter to Congress so positively and so clearly that there shall be no possibility of failure in the effort to secure for the teachers of Washington salaries commensurate with the services demanded of them.

#### THE REGIMENT AND SEPARATE BATTALION.

The interest in the cadet regiment and separate battalion during the past year has been strong, as was shown both by the number of enlistments and the success of both organizations in their work. The companies of the regiment were of unusual size throughout the year. For the last two years the companies have been required to enlist all of their men before Christmas in order to prevent "padding" for the public drills. Notwithstanding this fact and necessary losses during the year, two of the companies appeared on the drill field with seven fours and four with six fours each.

I am glad to testify to the excellent quality of the uniforms furnished the cadets during the past year. In no previous year has there been so little cause for complaint regarding the quality and wear of the cloth and the fit of the garments. This has been due to two causes—the courtesy and cooperation of the officials of the War Department and the efforts of the uniform contractors. I desire especially to acknowledge the courtesy of Capt. Charles G. Ebert, of the

Quartermaster-General's Office, who kindly specified the cloths to be used and the style of making of garments, and then tested samples submitted by the several firms which submitted bids. After the contract was awarded and the garments were delivered the Quartermaster-General kindly designated Messrs. Timberlake and Miller, inspectors of his office, to examine the garments. This was done, and the report made by those gentlemen showed that the work of the contractors had been most thoroughly and satisfactorily accomplished. Acknowledgment of the courtesy of the gentlemen of the War Department and of the action of the contractors was made at the time the services were rendered, but I feel that such signal kindness on the part of the one group and such satisfactory fulfillment of their undertaking on the part of the other group both call for acknowledgement here.

One matter in connection with our military organization has not been so satisfactory, that of the arms and accouterments of the cadets. Many of these have been in service since the beginning of the organization in 1884, and fully three-fourths of the equipment should be condemned. As the Government has ceased making the Springfield cadet rifle and its ammunition, it is imperative that a new arm, probably the cadet Krag-Jörgensen, be supplied to our boys. In connection with the arms of the cadets, at the beginning of my term of office as director of high schools, I called the attention of the Board of Education to the matter of the responsibility for the ordnance stores used by the pupils of the high schools. Dr. F. R. Lane, my predecessor, was and still is under bond for all of the arms used by the cadets in the white high schools, the McKinley Manual Training School, and a portion of those used in the Armstrong Manual Training School. The responsibility for the others used in the last-named school and those used in the M Street High School, I am told, rests upon Dr. W. S. Montgomery. Neither of these gentlemen has now any connection with the cadets. For some time a shortage has existed in the arms charged to the schools, and for which the latter are liable to the War Department. I presented this matter to the board, requesting that the shortage be paid for and that the secretary of the Board of Education be bonded for all the ordnance supplies in use in the schools. So far no action has been taken. In the meantime the War Department has made a number of inquiries regarding the condition of the matter, as no official report of ordnance stores can be made to the Government officers except by parties properly charged with the responsibility therefor. I again respectfully urge that the board settle the above-mentioned shortage with the War Department, then have the present ordnance supplies condemned and turned in, and secure a complete new equipment for the cadet organization.

The annual review and parade of the cadet regiment on the White Lot occurred May 6, 1903. The music was furnished by the Marine Band.

The competitive drill of the regiment occurred at the American League Baseball Park on May 19 and 20, Company C of the McKinley Manual Training School being the winner of the prize flag.

The competitive drill of the separate battalion occurred at the American League Baseball Park on May 23, Company B of the M Street High School being the winner.

The regiment and separate battalion were called into public service for parade on May 4, the occasion being the funeral of the late Gov. Alexander R. Shepherd, and again on June 12, upon the return to Washington of President Roosevelt after his extended tour through the West.

#### PHYSICAL TRAINING AND ATHLETICS.

The work in physical training in the high schools has progressed most satisfactorily. The additional teacher for the girls has made it possible for Mrs. Walton not only to do the work in the high schools more thoroughly, but also to extend the work to the girls of the McKinley Manual Training School. Mr. Foley has conducted the work among the boys most effectively.

In addition to the regular instruction and practice in school hours the interest in general school athletics has been strong and, I believe, healthy. Throughout one principle has been insisted upon by the board of athletic advisors, namely, that nothing but the cleanest sport should be tolerated and that athletics should be made to cooperate with all other high school influences in making straightforward, manly men. The indoor meet held at Convention Hall in March and the outdoor meet at the Young Men's Christian Association Athletic Park in June were most successful athletic events.

Again I beg leave to call your attention and that of the Board of Education to the need of athletic grounds for the use of the high schools, both white and colored. The locating of the new Business High School in such close proximity to the Central High School and the McKinley Manual Training School and the nearness of the M Street High School to the Armstrong Manual Training School offer strong reasons for providing ample grounds for the accommodation of the athletic interests of these schools in the vicinities of these groups. Several times during the past year it has been almost impossible to arrange athletic contests because of inability to secure proper grounds. Both the athletic and the drill interests, which latter have always to depend upon the courtesy of the baseball authorities, have become sufficiently broad to demand proper accommodation.

In connection with the subjects of physical training and athletics I respectfully urge the insertion in the estimate for school appropriations for the coming year of items providing suitable gymnasias and equipments for the several high schools not now provided therewith, namely, the Central, Eastern, and M Street schools. The Western High School has a gymnasium, and the new Business High School will

undoubtedly be so provided, so that the need of the three first-named schools is apparent, that their physical training and athletic work may be properly done. The lots adjoining these several buildings furnish ample grounds for the erection of such structures. All that is necessary is the appropriation of the money by Congress for building and properly equipping these gymnasia.

#### THE NEW BUSINESS HIGH SCHOOL.

One of the most gratifying events in the history of the high schools during the past year was the appropriation of a sum of money to begin the erection of a suitable home for the Business High School upon the lot acquired for that purpose by the District Commissioners. The lot is ample, but the sum appropriated by Congress is utterly insufficient for the proper accommodation of the present school, much less will it allow any expansion. It is to be hoped that the Board of Education will succeed in having Congress enlarge the amount already given in the appropriation bill of the coming year.

In connection with the matter of securing the present appropriation for a new building for the Business High School I desire to call attention to and make due acknowledgment of the effective cooperation of the alumni association of that school.

#### THE WESTERN HIGH SCHOOL LUNCH ROOM.

I submit herewith the report of Miss E. C. Westcott, principal of the Western High School, upon the lunch room of that school. You will see that the venture is not a paying one by any means. The heavy expense for service makes it impossible to run the business and clear expenses. I recommended in my former report that the Board of Education consider the matter with a view to appointing the manager of the lunch-room business and paying her as a teacher, if that were possible. I respectfully make the same recommendation again. If this or some equivalent action can not be taken, I recommend that the lunch business in the school be discontinued. Under the present circumstances the burden upon the principal of the school is entirely too heavy.

*Financial report of the Western High School lunch room, year 1902-3.*

Month.	Number of days.	Average daily sales.	Receipts.	Expenditures.	Deficit.	Balance.
1902.						
October	13	\$7.25	\$99.04	\$207.22	\$108.18	-----
November	17	7.02	119.44	115.11	-----	\$4.33
December	17	7.14	121.49	113.73	-----	7.76
1903.						
January	20	7.07	141.56	150.46	8.90	-----
February	19	6.21	117.97	125.13	7.16	-----
March	22	5.88	129.40	154.60	25.20	-----
April	16	5.41	86.60	113.32	26.72	-----
May	20	6.29	125.90	153.98	29.08	-----
Total	-----	+6.53	941.40	1,134.55	205.24	12.09

*Accounts of the Western High School lunch room—Comparative view, by years.*

Year.	Number of days lunch room was open.	Total receipts.	Average sales.	Expend- ed for raw material and labor.	Expend- ed for equipment.	Total ex- penditures.	Balance.	Defi- ciency.
1898-1899	120	\$1,255.70	\$10.46	\$1,185.08	\$70.56	\$1,255.64	\$0.06	
1899-1900	166	1,616.14	9.73	1,561.67	61.37	1,623.04		\$6.90
1900-1901	160	1,435.01	8.97	1,370.28	14.65	1,384.93	50.08	
1901-1902	165	1,307.29	7.92	1,377.46		1,377.46		70.27
1902-1903	144	941.40	6.53	1,134.55		1,134.55		193.15

The deficit, \$193.15, includes a deficit of \$20.09 carried over from June, 1902. The actual deficit for 1902-3 is \$173.06. This deficit was met by the proceeds of a Peabody recital given for the benefit of the Western High School.

In conclusion permit me to express to you, and through you to the Board of Education, the thanks of the principals and teachers of the several high schools, adding thereto my own personal obligation, for the unfailing courtesy, the wise direction, and generous support which you have constantly given during the past year.

I am, very respectfully,

Mr. A. T. STUART,

*Superintendent of Schools.*

P. M. HUGHES, *Director.*

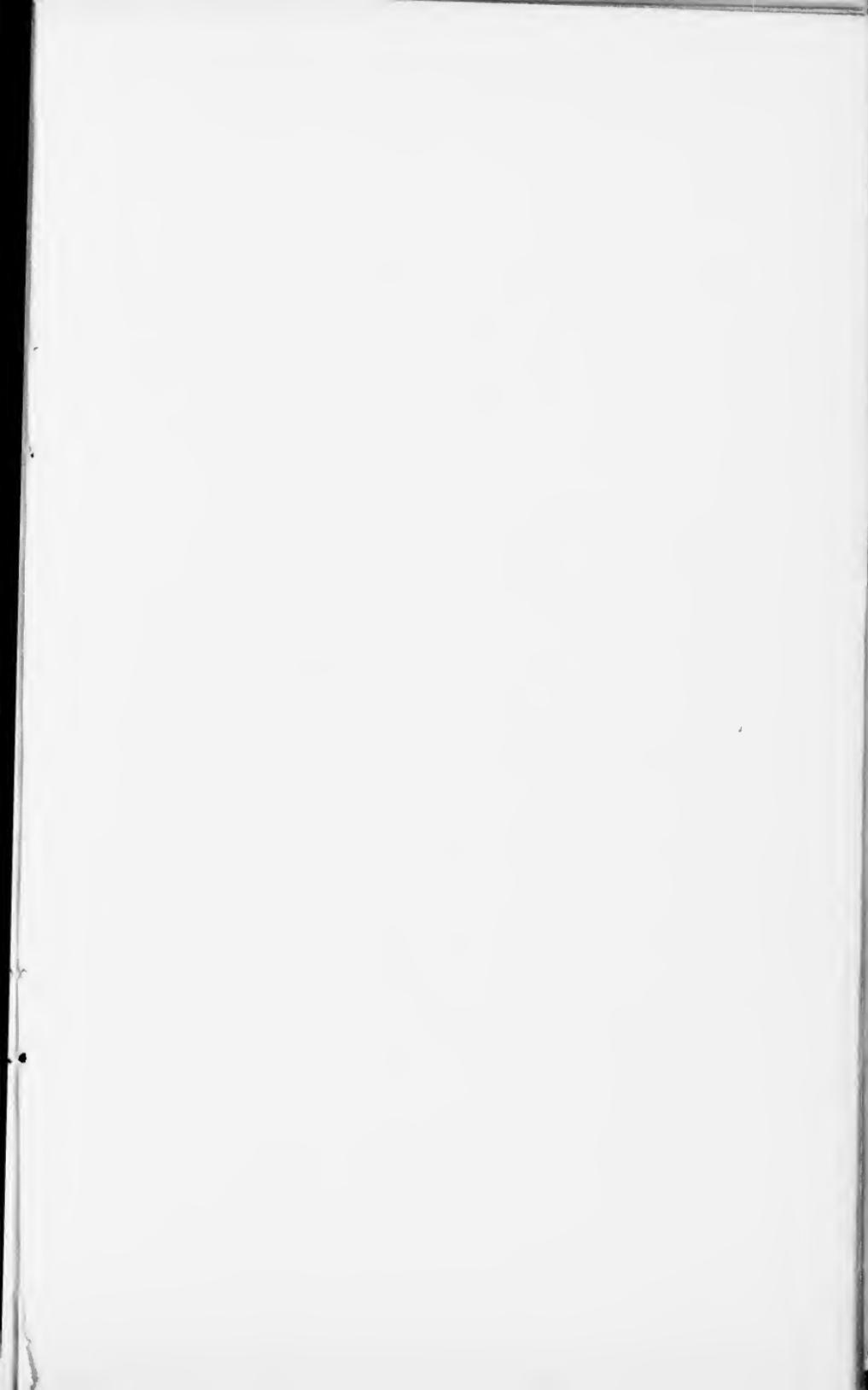


Name, location, description, and cost of school buildings owned.

Name.	Location.	Style of building.	Size.	Description.
High schools:			<i>Feet.</i>	
Central .....	O, between 6th and 7th streets NW.	Brick .....	197 by 55	Three stories and basement.
Eastern .....	7th and C streets SE	do .....	86 by 164	do .....
Western .....	35th and T streets NW	do .....	69 $\frac{1}{2}$ by 174 $\frac{1}{2}$	do .....
Business <sup>b</sup> .....	Rhode Island avenue, between 8th and 9th streets NW.			
Manual Training School:				
McKinley .....	Rhode Island avenue and 7th street NW.	Brick .....		Three stories and basement.
First division:				
Adams .....	R street, between 17th street and New Hampshire avenue NW.	do .....	73 by 83	Two stories and basement.
Berret .....	14th and Q streets NW	do .....	50 by 100	Three stories and basement.
Dennison .....	S, between 13th and 14th streets NW.	do .....	92 by 89	do .....
Force .....	Massachusetts avenue, between 17th and 18th streets NW.	do .....	90 by 73	do .....
Franklin .....	13th and K streets NW.	do .....	148 by 79	do .....
Harrison .....	13th, between V and W streets NW.	do .....	75 by 101	Two stories and basement.
Hubbard .....	Kenyon street, between 11th and 12th streets NW.	do .....		do .....
Johnson .....	School and Grant streets, Mount Pleasant.	do .....		do .....
Johnson annex .....	School street, Mount Pleasant.	Frame .....		Two stories .....
Morgan .....	California avenue, between Champlain avenue and 18th street NW.	Brick .....	65 by 96	Two stories and basement.
Phelps .....	Vermont avenue, between T and U streets NW.	do .....	70 by 84	do .....
Thomson .....	12th, between K and L streets NW.	do .....	91 by 28	Three stories and basement.
Second division:				
Abbott .....	New York avenue and L street NW.	do .....	102 by 42	do .....
Eckington .....	1st and Quincy streets NE.	do .....	72 by 94	Two stories and basement.
Emery .....	Lincoln avenue and Prospect street NE.	do .....	86 by 134	do .....
Henry .....	O, between 6th and 7th streets NW.	do .....	89 by 73	Three stories and basement.
Morse .....	R street, between New Jersey avenue and 5th street NW.	do .....	81 by 69	Two stories and basement.
Polk .....	7th and P streets NW.	do .....	70 by 84	do .....
Seaton .....	I, between 2d and 3d streets NW.	do .....	94 by 69	Three stories and basement.
Twining .....	3d, between N and O streets NW.	do .....	81 by 69	Two stories and basement.
Webster .....	10th and H streets NW.	do .....	107 by 84	Three stories and basement.
Third division:				
Brent .....	3d and D streets SE.	do .....	81 by 69	Two stories and basement.
Carberry .....	5th, between D and E streets NE.	do .....	70 by 84	do .....
Dent .....	South Carolina avenue and 2d street SE.	do .....	36 by 95	do .....
Hilton .....	6th, between B and C streets NE.	do .....	57 $\frac{1}{2}$ by 93 $\frac{1}{2}$	do .....
Lenox .....	5th street, between G street and Virginia avenue SE.	do .....	70 by 83	do .....
Maury .....	B, between 12th and 13th streets NE.	do .....	70 by 84	do .....
Peabody .....	C and 5th streets NE.	do .....	90 by 90	Three stories and basement.
7th and G streets SE .....		do .....	40 by 22	Two stories .....
Towers .....	8th and C streets SE.	do .....	56 by 104	Two stories and basement.

<sup>a</sup>Part of Wallach site.<sup>b</sup>Not yet erected.

cSize increased by the purchase of additional ground.





DOMESTIC SCIENCE, ARMSTRONG MANUAL TRAINING SCHOOL.

## Name, location, description, and cost of school buildings owned.

How heated.	When erected.	No. of rooms.	Size of site. <i>Sq. feet.</i> <i>96,300</i>	Value of site.	Cost of building.	Total cost.
Steam.....	1883	49		\$137,625.00	\$118,078.00	\$255,703.00
do.....	1891	22	(a)		77,000.00	77,000.00
Furnace and steam.....	1898	29	c 135,278	37,000.00	101,084.36	131,084.36
(b).....				75,000.00		75,000.00
Steam.....	1902	18	20,685	48,000.00	121,072.27	133,404.71
Furnace.....	1888	8	11,460	17,240.00	26,652.00	43,892.00
do.....	1889	9	5,000	15,000.00	25,048.50	40,048.50
Steam.....	1884	12	24,648	23,200.00	45,181.00	68,381.00
do.....	1879	12	21,828	60,000.00	36,215.00	96,215.00
do.....	1869	17	14,946	41,100.00	188,000.00	229,100.00
Furnace.....	1890	8	11,540	19,200.00	27,796.00	46,996.00
do.....	1900	8	15,626	9,375.60	38,046.44	47,422.04
do.....	1895	8	25,530	12,265.00	28,846.47	28,846.47
Stoves.....	1871	4	(d)	(d)	9,300.00	41,111.47
Furnace.....	1901	8	15,250	17,000.00	36,446.00	53,446.00
do.....	1887	8	11,468	19,466.00	24,521.00	9,300.00
do.....	1877	6	3,229	6,780.00	8,000.00	14,780.00
do.....	1876	9	6,448	16,120.00	20,000.00	36,120.00
do.....	1898	8	13,500	10,800.00	28,383.74	39,183.74
Steam.....	1902	12	20,227	14,713.00	42,269.00	63,982.00
do.....	1880	12	(e)	(e)	45,000.00	45,000.00
Furnace.....	1883	8	18,318	11,500.00	23,670.00	35,170.00
do.....	1891	8	(e)	(e)	27,000.00	27,000.00
Steam.....	1871	12	18,750	24,375.00	35,000.00	59,375.00
Furnace.....	1883	8	18,717	11,230.00	24,070.00	35,300.00
Steam.....	1884	12	8,418	21,000.00	41,053.00	62,053.00
Furnace.....	1883	8	8,500	8,500.00	22,065.00	30,565.00
do.....	1887	8	11,751	8,800.00	29,980.00	38,780.00
do.....	1900	8	12,920	12,195.00	34,536.05	46,731.05
do.....	1898	8	7,500	11,000.00	28,368.25	39,368.25
do.....	1889	8	10,928	5,500.00	25,135.00	30,635.00
do.....	1886	8	18,792	6,000.00	25,798.00	31,798.00
Steam.....	1879	12	14,620	21,900.00	38,150.00	60,050.00
Stoves.....	1840	2	3,163	2,370.00	1,200.00	3,570.00
Furnace.....	1887	8	(a)	(a)	24,999.00	24,999.00

<sup>d</sup>Part of Johnson school site.<sup>e</sup>Part of Central High School site.

*Name, location, description, and cost of school buildings owned—Continued.*

Name.	Location.	Style of building.	Size.	Description.
Third Division—Cont'd. Wallach	D, between 7th and 8th streets SE.	Brick	99 by 76	Three stories and basement.
Fourth division: Amidon	F and 6th streets SW	do	81 by 69	Two stories and basement.
Arthur	Arthur place, between B and C streets NW.	do	67 by 84	do
Bowen, Sayles J.	3d and K streets SW	do	275 by 102	do
Bradley	13 <sup>1</sup> , between C and D streets SW.	do	70 by 84	do
Greenleaf	4 <sup>1</sup> , between M and N streets SW.	do		do
Jefferson	D and 6th streets SW	do	172 by 88	Three stories and basement.
McCormick	3d, between M and N streets SE.	do	55 by 55	Two stories and basement.
Potomac	12th street, between Maryland avenue and E street SW.	do	72 by 32	Two stories.
Smallwood	1, between 3d and 4 <sup>1</sup> streets SW.	do	70 by 83	Two stories and basement.
Fifth division: Addison	P, between 32d and 33d streets NW.	do	54 by 98	do
Conduit Road	Conduit road	Frame		
Corcoran	28th street, between M street and Olive avenue NW.	Brick	68 by 82	One story.
Curtis	O, between 32d and 33d streets NW.	do	97 by 79	Three stories and basement.
Fillmore	35th, between U and V streets NW.	do	70 by 84	Two stories and basement.
Grant	G, between 21st and 22d streets NW.	do	92 by 88	Three stories and basement.
High Street	35th and Streets NW.	Frame	58 by 30	Two stories.
Jackson	U, between 30th and 31st streets NW.	Brick	70 by 84	Two stories and basement.
Reservoir	Conduit road	Frame		
Threlkeld	36th street and Prospect avenue NW.	Brick	75 by 29	do
Tomer	24th and F streets NW.	do	67 by 85	Two stories and basement.
Weightman	M and 23d streets NW	do	76 by 83	do
Sixth division: Blair	I, between 6th and 7th streets NE.	do	70 by 84	do
Blake	North Capitol, between K and L streets NW.	do	70 by 84	do
Gales	1st and G streets NW	do	90 by 66	Three stories.
Hayes	5th and K streets NE	do	70 by 93	Two stories and basement.
Madison	G and 10th streets NE	do	70 by 84	do
Pierce	9th and 14th streets NE	do	70 by 84	do
Taylor	7th, between F and G streets NE.	do	70 by 84	do
Webb	15th and Rosedale streets NE.	do	153 by 120	do
Seventh division (county): White				
Brightwood	Brightwood, D, C	do		do
Brookland	(Brookland, D.C. (Lansing and Wallace streets).	do		(Two stories and basement.
Chevy Chase	Connecticut avenue extended.	Frame		Two stories.
Hamilton	Bladensburg road	Brick		do
Langdon	Langdon, D.C. (Queens Chapel road).	Frame		do
Monroe	Steuben street, between Brightwood and Sherman avenues NW.	Brick	70 by 84	Two stories and basement.
Petworth	Philadelphia street, near Brightwood avenue NW.	do	48 by 85	do
Takoma	Takoma Park	do	160 by 187	One story and basement.
Tenley	Tenley, D.C.	do		(Two stories and basement.

Name, location, description, and cost of school buildings owned—Continued.

How heated.	When erected.	No. of rooms.	Size of site.	Value of site.	Cost of building.	Total cost.
Steam	1864	14	Sq. feet. 107,834	\$106,436.00	\$40,000.00	\$146,436.00
Furnace	1882	8	8,953	7,835.00	18,232.00	26,067.00
do	1889	8	19,590	15,672.00	27,652.00	43,324.00
Steam	1901	8	28,050	13,500.00	35,836.35	49,336.35
Furnace	1887	8	13,189	6,594.00	24,992.00	31,586.00
do	1896	8	15,000	10,500.00	24,527.00	35,027.00
Steam	1872	20	69,788	38,400.00	72,000.00	110,400.00
Furnace	1870	4	13,575	4,395.00	7,000.00	11,395.00
Stoves	1870	4	5,837	2,918.00	4,500.00	7,418.00
Furnace	1888	8	14,190	8,519.00	26,652.00	35,171.00
do	1885	8	12,450	7,470.70	29,313.00	36,783.00
Stoves	1874	1	10,890	1,089.00	1,200.00	2,289.00
Furnace	1889	8	14,400	7,700.00	25,952.00	33,652.00
Steam	1875	10	24,396	18,500.00	60,000.00	78,500.00
Furnace	1892	8	18,204	9,925.00	27,046.46	36,971.46
Steam	1882	12	21,033	16,826.00	40,428.00	57,254.00
Stoves	1853	2	7,296	4,330.00	3,000.00	7,330.00
Furnace	1889	8	17,825	10,700.00	28,731.00	39,431.00
Stoves	1897	4	89,760	2,000.00	5,992.18	7,992.18
do	1868	4	5,068	3,500.00	5,000.00	8,500.00
Furnace	1898	8	10,719	8,763.50	29,055.29	37,818.79
do	1886	8	13,712	13,712.00	29,224.00	43,036.00
do	1884	8	22,013	6,600.00	22,071.00	28,671.00
do	1887	8	10,995	9,985.00	24,973.00	34,958.00
Steam	1881	12	12,764	22,300.00	40,116.00	62,416.00
Furnace	1897	8	13,671	9,999.45	28,979.61	38,979.06
do	1889	8	9,980	6,468.00	25,644.00	32,112.00
do	1894	8	10,000	10,000.00	26,152.00	36,152.00
do	1891	8	12,650	8,475.50	26,534.50	33,000.00
do	1900	8	18,360	8,924.95	33,856.39	42,781.34
Steam	{ 1888 1896 }	8	18,234	5,470.00	20,885.00	26,355.00
Furnace	{ 1891 1896 }	8	15,000	2,475.00	21,552.00	24,027.00
Stove	1898	4	40,000	6,000.00	9,837.48	15,837.48
do	1881	4	32,670	800.00	4,000.00	4,800.00
do	1897	4	43,560	800.00	7,964.11	8,764.11
Furnace	1889	8	15,000	4,500.00	23,988.00	28,488.00
do	1902	4	18,135	5,500.00	23,143.00	28,643.00
do	1899	4	29,920	2,992.00	19,611.78	22,603.78
Steam	{ 1882 1896 }	8	43,560	10,890.00	27,920.00	38,810.00

Name, location, description, and cost of school buildings owned—Continued.

Name.	Location.	Style of building.	Size.	Description.
Seventh Division (county)—Continued.				
White—Continued.				
Woodburn.....	Riggs road, near Blair road.	Brick .....		Feet. Two stories and basement.
Bates road, near Soldiers' Home. <sup>a</sup>	Bates road, near Soldiers' Home.	do .....	31 by 61	One story .....
Queens Chapel road. <sup>b</sup>	On Langdon site.....	do .....	25 by 31	do .....
Tunlaw road, near Loughborough road.	Tunlaw road, near Loughborough road.	do, d .....		do .....
Colored—				
Brightwood.....	Military road, near Brightwood.	Frame .....		do .....
Bruce.....	Marshall street, between Brightwood and Sherman avenues NW.	Brick .....	71 by 86	Two stories and basement.
Bunker Hill road.....	Bunker Hill road.....	do .....		One story .....
Fort Slocum <sup>a</sup> .....	Blair road .....	Frame .....		do .....
Grant Road.....	Grant road, between Tenley and Connecticut avenue extended.	do .....		do .....
Ivy City.....	Ivy City, D. C.....	do .....		do .....
Chain Bridge Road.....	Chain Bridge road, near Conduit road.	do .....		do .....
Mott.....	Trumbull and Sixth streets NW.	Frame and brick.		Two stories .....
Wilson.....	Central avenue, between Erie and Superior streets NW.	Brick .....	70 by 84	Two stories and basement.
Military road, near Broad Branch road.	Military road, near Broad Branch road. <sup>b</sup>	Frame .....	26 by 34	One story .....
Brightwood, near Rock Creek Ford road.	Brightwood, near Rock Creek Ford road. <sup>b</sup>	do .....	21 by 34	do .....
Brentwood Road, near Queens Chapel Road.	Brentwood road, near Queens Chapel road. <sup>b</sup>	do .....	31 by 24	do .....
Eighth division:				
White (city)—				
Buchanan.....	E, between 13th and 14th streets SE.	Brick .....		Two stories and basement.
Cranch.....	12th and G streets SE.....	do .....	79 by 36	Three stories and basement.
Tyler.....	11th, between G and I streets SE.....	do .....	70 by 84	Two stories and basement.
White (county)—				
Benning.....	Benning, D. C.....	do .....		Two stories .....
Anacostia Road <sup>b</sup>	Anacostia road .....	Frame .....		One story .....
Congress Heights.....	Congress Heights, D. C.....	Brick .....		Two stories and basement.
Good Hope.....	Good Hope, D. C.....	Frame .....		One story .....
Kenilworth.....	Anacostia avenue, Kenilworth, D. C.	Brick .....	36 by 100	Two stories and basement.
Van Buren.....	Jefferson street, Anacostia, D. C.	do .....		do .....
Van Buren annex	do .....	do .....		
Orr.....	Front street, Twinning City	do .....	150 by 125	Three stories .....
Colored (county)—				
Benning Road annex <sup>b</sup>	Benning road .....	Frame .....		Two stories .....
Benning Road Birney annex.....	do .....	do .....		do .....
Birney.....	Rear Nichols avenue, Hillsdale, D. C.	Brick .....	136 by 320	Two stories and basement.
Burrville.....	(Nichols avenue, Hillsdale, D. C.)	Frame .....		One story .....
Garfield.....	Garfield, D. C.....	do .....		Two stories .....
Hillsdale.....	Nichols avenue, Hillsdale, D. C.	do .....		do .....
High school:				
Colored (city)—				
M Street.....	M street, between 1st street and New Jersey avenue NW.	Brick .....	80 by 147	Three stories and basement.

<sup>a</sup> Used as a storeroom.<sup>b</sup> Abandoned.

Name, location, description, and cost of school buildings owned—Continued.

How heated	When erected.	No. of rooms.	Size of site. <i>Sq. feet.</i> 53,930	Value of site.	Cost of building.	Total cost.
Stoves.....	1896	4				
.....do.....	{ 1866 1868 }	2	43,560	400.00	1,600.00	2,000.00
.....do.....	1865	1	(e)	(e)	500.00	500.00
.....do.....	1864	1	43,560	150.00	500.00	650.00
.....do.....	1865	2	43,560	3,500.00	1,200.00	4,700.00
Furnace.....	1898	8	30,000	7,650.00	29,083.13	36,733.13
Stoves.....	1883	1	43,560	900.00	2,700.00	3,600.00
.....do.....	1867	1	21,780	1,089.00	500.00	1,589.00
.....do.....	{ 1884 1880 }	2	43,560	4,356.00	1,200.00	5,556.00
.....do.....	1896	2	7,200	3,600.00	2,604.38	6,204.38
.....do.....	1865	1	21,780	1,100.00	500.00	1,600.00
.....do.....	{ 1871 1882 }	10	18,150	9,075.00	17,428.00	26,503.00
Furnace.....	1891	8	15,000	9,000.00	26,000.00	35,000.00
Stoves.....	1864	1	21,780	100.00	400.00	500.00
.....do.....	1865	1	21,780	150.00	600.00	750.00
.....do.....	1867	1	21,780	100.00	500.00	600.00
Furnace.....	1895	8	20,584	10,000.00	27,562.43	37,562.43
Steam.....	1872	6	7,776	5,100.00	16,000.00	21,100.00
Furnace.....	1890	8	11,588	8,691.00	25,972.00	34,663.00
Stoves.....	1883	4	43,560	2,178.00	8,935.00	11,113.00
.....do.....	1864	1	43,560	1,310.00	600.00	1,910.00
Furnace.....	1901	4	20,280	2,000.00	22,946.00	24,946.00
.....do.....	1898	10	10,760	3,320.00	23,000.00	26,320.00
Stoves.....	1889	2	21,780	750.00	4,462.00	5,212.00
Furnace.....	1891	8	15,600	25,000.00	26,864.00	49,864.00
Stoves.....	1881	6	15,600	2,500.00	6,837.00	9,337.00
Furnace.....	1900	4	18,750	2,411.24	22,294.68	24,706.92
Stoves.....	{ 1864 1874 }	2	(e)			
.....do.....	1886	4	21,780	900.00	3,135.00	4,035.00
.....do.....	1889	4	(f)	(f)		
Furnace.....	1901	8	43,560	2,500.00	37,911.05	40,411.05
.....do.....	{ 1888 1892 }	2	15,000	600.00	2,750.00	3,350.00
.....do.....	{ 1887 1896 }	6	43,560	900.00	5,247.00	6,147.00
.....do.....	1871	6	41,832	1,700.00	5,000.00	6,700.00
Steam.....	1890	24	24,591	24,592.00	82,317.00	106,909.00

<sup>c</sup> Part of Langdon site.<sup>d</sup> Burned down in the early seventies.<sup>e</sup> Part of the original site.<sup>f</sup> Part of original Birney site.

Name, location, description, and cost of school buildings owned—Continued.

Name.	Location.	Style of Building.	Size.	Description.
			Feet.	
Manual training school: Armstrong	P street, between 1st and 3d streets NW.	Brick		Two stories and basement.
Ninth division:				
Briggs	E and 22d streets NW.	do	67 by 83	do
Chamberlain <sup>a</sup>	East street, George- town.	Frame		Two stories
Garrison	12th, between Rand S streets NW.	do	70 by 84	do
Magruder	M, between 16th and 17th streets NW.	do	56 by 104	do
Phillips	N, between 25th and 28th streets NW.	do	70 by 84	do
Stevens	21st, between K and L streets NW.	do		Three stories and basement.
Sumner	M and 17th streets NW.	do	94 by 69	do
Wormley	Prospect avenue, be- tween 33d and 34th streets NW.	do	70 by 84	Two stories and basement.
Tenth division:				
Banneker	3d, between K and L streets NW.	do	81 by 69	do
Douglas	1st and Pierce streets NW.	do		do
Garnet	U and 10th streets NW.	do	90 by 73	Three stories and basement.
John F. Cook	O, between 4th and 5th streets NW.	do	96 by 58	Three stories
Jones	L and 1st streets NW.	do	67 by 83	Two stories and basement.
Langston	P, between North Cap- itol and 1st streets NW.	do	70 by 105	do
Logan	3d and G streets NE	do	70 by 84	do
Patterson	Vermont avenue, near U street NW.	do	70 by 84	do
Slater	P, between North Cap- itol and 1st streets NW.	do	70 by 84	do
Eleventh division:				
Ambush	L, between 6th and 7th streets SW.	do	70 by 84	do
Anthony Bowen	E and 9th streets SW.	do	70 by 92	do
Bell	1st, between B and C streets SW.	do	67 by 83	do
Giddings	G, between 3d and 4th streets SE.	do	70 by 84	do
Lincoln	2d and C streets SE	do	75 by 68	Three stories and basement.
Lovejoy	12th and D streets NE	do	106 by 135	Two stories and basement.
Payne	15th and C streets SE	do		do
Randall	1st and I streets SW	do	90 by 72	Three stories
Syphax	Half, between N and O streets SW.	do	81 by 85	Two stories and basement.
Total.				

<sup>a</sup>Building torn down.<sup>b</sup>Part of Garnet School site.

Name, location, description, and cost of school buildings owned—Continued.

How heated.	When erected.	No. of rooms.	Size of site.	Value of site.	Cost of building.	Total cost.
Steam	1902	17	<i>Sq. feet.</i> 30,375	\$15,198.50	\$118,206.21	\$133,404.71
Furnace	1889	8	9,202	8,500.00	24,619.00	33,119.00
Stoves	1866					
do	1889	8	14,400	16,200.00	24,540.00	40,740.00
do	1887	8	18,469	19,400.00	25,973.00	45,373.00
do	1890	8	13,302	11,400.00	26,066.00	37,466.00
Steam	{ 1868	20	16,481	16,481.00	40,000.00	56,481.00
do	{ 1896					
do	1871	10	11,984	25,156.00	70,000.00	95,156.00
Furnace	1884	8	13,240	6,600.00	23,495.00	30,095.00
do	1882	8	9,653	10,600.00	20,000.00	30,600.00
do	1896	8	9,600	10,560.00	26,296.00	36,856.00
Steam	1880	12	28,480	22,800.00	35,000.00	57,800.00
Furnace	{ 1868	10	8,640	6,900.00	18,000.00	24,900.00
do	{ 1877					
do	1889	8	14,866	11,100.00	25,396.00	36,496.00
do	1902	8	18,000	13,500.00	36,855.00	50,355.00
do	1891	8	9,125	8,486.25	26,513.75	35,000.00
do	1893	8	(b)	(b)	26,118.00	26,118.00
do	1890	8	12,000	11,000.00	26,067.00	37,067.00
do	1889	8	11,000	11,750.00	23,885.00	35,635.00
do	{ 1867	8	10,555	10,600.00	27,129.63	37,729.63
do	{ 1897					
do	1889	8	11,920	9,536.00	25,609.00	35,145.00
do	1887	8	(c)	d9,132.00	24,952.00	32,140.00
Steam	1871	12	11,600	17,400.00	20,000.00	37,400.00
Furnace	{ 1872	8	14,010	5,000.00	36,136.08	41,136.08
do	{ 1901					
do	1896	8	8,480	4,240.00	22,635.00	26,935.00
do	1876	12	9,088	5,500.00	40,000.00	45,500.00
Steam	1901	8	19,080	5,754.00	39,237.00	44,991.00
				1,596,831.49	3,656,762.57	5,253,594.06

<sup>c</sup> Size increased by the purchase of additional ground.<sup>d</sup> Cost of additional ground included.

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